

An Interpretation of an Investigation into the
Administration and Methods of teaching
Elementary School English.

by

Florence Kent Belding
A.B. Oberlin College 1910

Submitted to the Department
of ENGLISH and the Faculty
of the Graduate School of the
University of Kansas
in partial fulfillment of the
requirements for the degree of
Master of Arts.

Approved by

Edwin M. Hopkins
Instructor in charge

R. D. O'Leary
Chairman of Department

September 1923.

Table of Contents

I. History and Method of the Survey,	pages 2 and 3
II. General Summary of Results from Sheet II	
and Sheet III of the questionnaire.	pages 4 to 7
III. Detailed Interpretation of Sheet II of	
the questionnaire.	pages 8 to 68
IV. Detailed Interpretation of Sheet III of	
the questionnaire.	pages 68 to 117
V. General Conclusions	pages 117 and 118
VI. Index	pages 119 to 122

ENGLISH TEACHING IN ELEMENTARY SCHOOLS

I. History and method of the Survey.

This survey of the teaching of elementary school English was begun in 1913 by a committee headed by Dr. Edwin M. Hopkins of the University of Kansas, following the recommendation of the National Council of English Teachers, under the authority of the United States Bureau of Education, and with the support of the National Educational Association. Two years, 1913*1915, were required to complete the organization of the survey, issue and collect the questionnaires, and begin tabulation. The task of tabulation occupied nearly five years, the interpretation of the material required further time, and other unavoidable delays have operated to postpone the appearance of the report; but though ten years have passed since the investigation began, it is probable that the results are no less valuable on that account. Indeed, except in minor details it is doubtful whether conditions as herein exhibited have altered in that time, as the World War was hardly an influence for progress in elementary education.

The questionnaires used in this survey of elementary school English were issued in three parts. The first, called Sheet I, had to do with the cost and labor of teaching elementary school English; the second, or Sheet II, with the administration of elementary school English; and the third, or Sheet III, with details of method.

The tabulation and interpretation of Sheet I has been

carried out under the personal supervision of the chairman of the committee. The material of Sheets II and III was tabulated by a number of volunteer workers, who systematized and averaged the replies, and arranged them by grades, all the replies being assambled according to grades classified as to schools in cities below 50,000 in population, schools in cities above 50,000 in population, and departmental schools.

The present thesis is a final summary and interpretation of the material of Sheets II and III, made from a cross-tabulation of preceding tables, by assembling under each given question all the replies to that question from each grade in order. In interpretation a search has been made for general tendencies through the grades, for resemblances or differences among schools of the three classes, and for any notable exceptions to apparent standards or rules.

Whenever possible ,replies have been reduced to percentages and recorded in tables in an attempt to make available as much material as possible in a minimum of space. Such explanations of the tables as seemed necessary have been added and a detailed interpretation of the results follows in each case. In the arrangement of the tables the general practice has been to record separately the percentages from the three types of schools as A, first row, replies from cities below 50,000; B, second row, replies from cities above 50,000; and C, third row, replies from departmental schools. Exceptions to this rule are noted as they occur.

II General Summary of Results.

A. From Sheet II, Administrative and General.

1. As to course of study.

There is no agreement concerning the content or arrangement of the course of study in elementary school English; and no evidence of any determining principle.

2. As to results in English teaching.

Results are satisfactory in more than half the schools reporting. Language, composition, or grammar are of all English subjects the least satisfactory in the several grades. Unsatisfactory results are caused, by poor working conditions, ^{such} as over-crowding, and lack of time, and by unfavorable home and community influences. Home influences may be owing to nationality, but the general opinion is that nationality is no greater factor in English work than other unfortunate home conditions.

The remedy for unsatisfactory results in English teaching is fewer pupils, less work attempted, or more time.

3. As to coordination.

The subjects chosen for coordination with English are usually the content subjects, as geography or history, or even some branch of English itself. About one-fourth of the schools report correlation of vocational activity with English with satisfactory results in about half of these schools. In other than English classes attention to English is secured by insisting upon correct usage

or complete statements in all recitations.

4. As to results from training.

Compared with other subjects upon a basis of knowledge and personal power, English or reading is ranked first, but by a close vote. Arithmetic, which is conceded second rank, is a close competitor for first place.

5. As to libraries.

Schools generally seem to be equipped with some sort of library, averaging about one hundred volumes, most of which are fiction. Library reading is usually from fiction and is voluntary and for recreation.

6. As to teacher preparation.

The median of teacher preparation for all grades is the second year of normal school.

B. From Sheet III, details of method.

1. Sheet III is devoted chiefly to consideration of details of method in teaching reading, composition, grammar, and spelling.

In each subject except reading there is small dependence on the text in the early grades with increasing use in later years. Reading is taught through a large use of classics and supplementary readers in the higher grades.

With reading there is considerable instruction in phonics, usually preceding oral reading. Subject matter is taught before form, and the first reading of a lesson is usually silent and before class.

In composition classes there is a greater proportion of written exercises than oral although oral composition is conceded greater importance. The material for oral and written exercises is drawn from other subjects and from the pupil's experience, observation, and imagination. Exercises are usually addressed to the class or an individual and consist of games, conversation, society work, for oral composition, and of dictation, copy-work, and outlines for written. Oral exercises are corrected by teacher and pupils in class, and written work by the teacher in private. Less than one-half of class time is devoted to a study of the text.

Grammar is taught both independently and in connection with reading and composition. Definitions and illustrations are not memorized but are developed through a variety of methods. The sentence, then the parts of speech, are taught through actual use. There is a general effort to secure a practical application of the principles of grammar.

Spelling is taught in connection with reading and composition as well as independently. The number of new words taught increases from two per lesson and fourteen per week in grade I to seventeen per lesson and forty-four per week in grade VIII. Words which are not in the pupil's vocabulary are taught in order to increase his vocabulary and because they are needed in other subjects. Simplified spelling is not in general use.

Results are most satisfactory in reading and least so

in grammar. The pupil fails in the mechanics of the several subjects, ^{also fails} and ^{to} make practical application of their principles; because of his natural defects or lack of interest, or because the course is not adapted to his needs, or because of unfavorable teaching conditions.

2. Certain miscellaneous items.

a. The teachers' preparation time for all English branches averages more than one hour daily.

b. The teachers' ideal in composition teaching is, for the pupil, self expression through correct expression.

III. Detailed interpretation of Sheet II of the questionnaire.

Question 16 a. What preparation in English does this grade expect of preceding ones?

Question 17 a. What preparation in English, as to both knowledge and power, does this grade aim to furnish for the next in order? (For grades I to VII.)

Question 24 a. What is the English course of study for this grade?

Question 29 a. On completing the elementary school course in English, what should a pupil know about English? (For eighth grade only instead of 17 preceding.)

That is, is there a typical course of study in English? If so, what is it? Upon what principle is it based?

Table I.

: Grade :	: Rpls. :	: Read. :	: Sp. :	: Lang. : Gram. :	: Oral : Expsn :	: W. : Expsn :	: Mem/ : Work :	: Reprod. :
: I :	: A.66 :	: 52 :	: 50 :	: 50 :	: 50 :	: 11 :	: 57 :	: 65 :
: II :	: B.10 :	: 4 :	: 12 :	: 20 :	: 75 :	: 15 :	: 4 :	: 20 :
: III :	: 70 :	: 9 :	: 51 :	: 58 :	: 50 :	: 30 :	: 18 :	: 60 :
: IV :	: 10 :	: 52 :	: 42 :	: 89 :	: 92 :	: 31 :	: 41 :	: 30 :
: V :	: 79 :	: 72 :	: 72 :	: 91 :	: 41 :	: 100 :	: 52 :	: 0 :
: VI :	: 8 :	: 88 :	: 82 :	: 51 :	: 29 :	: 50 :	: 20 :	: 3 :
: VII :	: 10 :	: 88 :	: 82 :	: 62 :	: 18 :	: 68 :	: 8 :	: 10 :
: VIII :	: 12/61 :	: 78 :	: 45 :	: 75 :	: 0 :	: 38 :	: 7 :	: 0 :

Explanation of preceding table.

- A. Number of replies from cities below 50,000
 B. " " " " " above 50,000
 C. " " " " departmental schools.

In this table no attempt has been made to distinguish among the several types of schools. The replies from all schools were classified as shown and reduced to percentages based on the total number of replies.

Table II.

	Reading		Language		Spelling	
Grade:	1	2	1	2	1	2
I	18.3	9.5	17.7	8.85	13.7	6.8
II	22.	.88	18	3.6	16	1.9
III	16.5	8.25	26.6	12.5	15.4	7.8
IV	26.2	13.3	23.6	21	18.5	7.7
V	27.6	19.8	26.3	23.9	17.4	12.5
VI	26.8	23.5	25.9	13.2	17.9	14.6
VII	25.5	22.4	30	18.6	24.6	20.9
VIII	25.5	19.7	29.5	22.1	17.6	7.9

This table is compiled from replies from cities of the first class.

1. Figures in the left hand column under each subject represent recitation time in minutes as computed from replies to Sheet I of the questionnaire.

2. Figures in the right hand column represent recitation time based on the percentages in Table I.

Because the replies to this questionnaire came from such a

variety of schools both as to size and situation it seemed that a composite course of study constructed from the answers to questions 16 a, 17 a, 24 a, and 29 a preceding should embrace all the elements of a typical course of study in elementary school English. Accordingly the answers to questions 17 a, 24 a, and 29 a of the given grade and to 16 a of the grade immediately following were tabulated and classified into: Reading and Literature; Spelling and Vocabulary; Language or Grammar; Oral Composition; Written Composition (sometimes called "writing" and made to include a few references to penmanship); Memory work; and Reproduction. This classification was then reduced to percentages based on the number of replies for each group. Because of the frequent use of general terms such as "majority", "much", "many", and "several", these percentages could not be made scientifically accurate, yet it does not seem unfair to base certain conclusions upon them.

The first conclusion is: No agreement exists among educators generally concerning the studies which should be included in each grade in an English course of study. The table of percentages indicates that certain English branches pursue a very erratic course through the grades. Reading, for example, which as one of the original three "R's" should be assured a place in the school curriculum, is mentioned in 52% of the replies for grade I, in about 4% for grade II, then in steadily increasing percentages to about 88% in grades VI and VII, whence it drops to 78% in Grade VIII. Certainly this

can not mean that after more than half the teachers have begun instruction in reading in grade I, only four percent of them continue it in grade II. More probably it means that by the remaining forty-eight or ninety-six per cent reading is considered not a branch of "English" but an independent study. Similarly we find that language after being taught by fifty per cent of the teachers in the first grade is mentioned by only twenty per cent of second grade teachers, then by fifty-eight per cent for grade III, eighty-eight percent for grade VI, and ninety-one per cent for grade V, but by only fifty-three per cent in grade VI, sixty-one per cent in grade VII, and by eighty-three per cent in grade VIII. The sudden drop in grade six may be accounted for by the growing uncertainty concerning grammar, the form language study most frequently assumes in the later grades; but it is hard to believe that fifty per cent of first grade teachers, eighty per cent of second grade teachers, and a large minority of teachers in each of the following grades offer no instruction in language. It seems more probable that to these teachers language does not mean English. Spelling, oral English, written English, memory work, and reproduction follow a similarly erratic course through the grades, the percentages of teachers offering them rising and falling, sometimes by leaps, sometimes gradually, according to no educational principle so far as determined.

If we do not concede this hypothesis, that we do not know what we mean by English, then we see confusion grow worse confounded. For an experiment let us attempt to construct a school program from the data which we have. Suppose we interpret the percentages of teachers reporting the various branches to represent the relative value of each subject in the opinion of educators in general. Since the time ¹ allotted to a subject frequently reflects the estimate of its value, let us change these percentages into time units. From Sheet I there are available tables showing the actual average recitation time in minutes for English branches through out the grades. Let these stand for 100% and then we can compute the time allowances for our hypothetical schedule. Upon this basis reading would be taught for nine minutes a day in grade I, for 8/10 of a minute in grade II, 8.25 minutes in grade III, 13 minutes in grade IV, 19.8 minutes in grade V, 23.5 minutes in grade VI, 22.4 minutes in grade VII and 19.7 minutes in grade VIII. Language would receive attention for eight minutes a day in grade I, for three minutes a day in grade II, and in the remaining grades as follows: grade III, 12.5 minutes, grade IV, 21 minutes, grade V, 23.9 minutes, grade VI, 13.21 minutes, grade VII, 18.6 minutes, grade VIII, 22.12 minutes. Spelling gets but 1.9 minutes a day in grade I while penmanship gets 2.28 minutes. Spelling receives 20.9 minutes a day in grade VII and in grade VIII is allowed seven minutes. The impossibility as well as the absurdity of such a schedule is apparent at once, and as examination of other English branches shows similar results we are driven to

our second conclusion, that there is here no agreement as to the relative importance of English subjects and therefore no clue to the ideal or typical course of English study.

Principles determining the course of study.

The failure to discover a typical course of study means also the failure to discover any principle upon which it might have been based. However, in answers to question 24**b** "What general principle or principles determine this arrangement(of a course of study)?", there are replies which it would not be fair to ignore. In almost every case some reference is made to the course of study, but the principle determining the arrangement of the course is not named. Apart from these answers, the chief references are to an adjustment to the pupil. "His age, needs, and ability", "his development", "his needs and interests", "his future needs and development" figure in nearly fifty per cent of the total number of replies. "Local needs" and "the demands of citizenship" are mentioned occasionally, and nine replies for grade VI suggest as a practical basis for deciding the character of English work "the practical life of a common citizen". The space of the questionnaire did not permit an elaboration of these phrases hence there is no way of determining whether educators agree concerning the "needs" of a child at his various stages of development.

"The power of self-expression", either orally or in

writing, is named as a motivating force in an average of ten per cent of the replies from all grades. The principles of "correct usage", "of developing imagination", and "creating interest" are mentioned occasionally. Induction, deduction, and association are mentioned twice, and two replies for grade II suggest that "children learn the history of the race through folk stories and myths".

Less than one third of the schools represented in this questionnaire offer answers to this question, a fact which may indicate that educators are not prepared to state the principles upon which their courses of study are based.

From replies to the third part of this question, 24 c, "To what extent, if any, are individual teachers allowed to make variations in it (the course of study)?", we learn that teachers are given much latitude within the limits set by the course if the general aim is kept in mind, but what that general aim is cannot be definitely ascertained from the data given.

The following graph combines the data compiled from the answers to the preceding questions 16 a, 17 a, 24 a, and 29 a. The percentages represent approximately the proportions of answers reporting English work of each class indicated; but only approximately, because often instead of figures are given such answers as "majority", "much", "practically all", and "several".

The other details of questions 16 and 17 and all the other questions will from this point be discussed in their regular numbered order, and replies will be reduced to tables of percentages whenever that is possible. Since there is no uniformity in the number of replies it seems necessary to note the number for each grade and each question. Unless otherwise stated this number is, in each case, the basis upon which the percentages in the remaining columns are computed, and as will be seen this number is often so inadequate as to make the percentages based upon them wholly tentative.

Question 16 b; Is the expectation(as to the desired preparation) fully met?

Table III

Grade:	Rpls.:	Yes	No	Partly:
I	A.11 : 54.5 : 45.4			
	B. 4 : 75 : 25			
II	57 : 70.1 : 24.5			5.4
	10 : 60 : 10			30
III	76 : 60.5 : 39.5			
	10 : 60 : 40			
IV	65 : 67.6 : 23			9.4
	10 : 45 : 45			10
V	59 : 52.5 : 35.6			11.9
	11 : 54.5 : 45.4			
VI	59 : 59.1 : 42.3			8.6
	10 : 50 : 50			
VII	55 : 38.2 : 50.8			10.9
	11 : 54.5 : 45.4			
	C.11 : 18.18 : 45.4			36.3
	52 : 32.6 : 63.2			4.2
VIII	10 : 40 : 60			
	16 : 25 : 62.5			12.5

The table indicates that in the first six grades the teachers who are satisfied with the work of the preceding grades are in the majority over those who are not pleased or are only partly satisfied. The teachers in grades VII and VIII in smaller cities who find the work not up to their expectations total 50.8% and 63.2% respectively. In cities above 50,000 the replies show a considerable degree of satisfaction up to grade VIII where there is a falling off. In departmental schools, however, there is a noteworthy proportion of dissatisfaction.

Question 16 c; If that expectation is not fully met, in what respects(that is, what is lacking)?

Table omitted.

The number of replies to this question from the early grades(grades I to IV) is small though not negligible. In the later grades the number of reports makes possible certain worth while conclusions.

These replies can be roughly grouped into three classes; those having to do with the pupil, with the teacher, or with the curriculum. The weakness of the pupil rests chiefly in his inability to apply the knowledge he has, and in his too great dependence on the teacher. In the later grades we find frequent complaints that the pupils "do not know how to study", "cannot get thought from the printed page", and also that they are "careless", "lack accuracy and thoroughness" and "the ability to concentrate". Six replies in grade VI say

that "pupils are promoted before the work is mastered and are unable to apply the work taught in the lower grades". There are only occasional references to the shortcomings of teachers. One reply in grade II suggests that there is lack of co-operation among the teachers. One report in grade III accuses the teachers of "indifference", and among the replies for grade VII are three reports saying that teaching is not effective "because the course is not followed". Failure in certain parts of the curriculum is mentioned most frequently. Almost every phase of English study is named, although oral and written expression seem to cause dissatisfaction to the greatest number of teachers. "Errors of speech" persist through the grades and specific failures in the mechanics of writing, reading, and spelling, and in the mastery of the sentence are mentioned frequently. In grades VII and VIII technical grammar is a source of trouble to the teachers.

No marked difference appears in the replies from large and from small cities and from departmental schools.

Question 16 d; What is the cause of the difficulty; that is, of the lack of expected preparation?

Table IV

		:Home	:Curric ² :			:Lack of time :
:Grade:	Rpls:	Environ:	ulum	:Teacher:	Pupil:	Over-crowding:
I	1	Replies too few to record				
II	22	54.5	13.6	4.5	9.	13.6

Table IV (continued)

: Grade :	: Rpls. :	: Home Environ. :	: Curric-ulum :	: Teacher :	: Pupil :	: Lack of time Over-crowding :
: III :	: 19 :	: 42.1 :	: 10.5 :	:	:	: 42.1 :
: IV :	: 25 :	: 24 :	: 16 :	:	: 20 :	: 36 :
: V :	: 42 :	: 23.8 :	: 14.2 :	: 11.1 :	: 11.1 :	: 38 :
: VI :	: 45 :	: 11.1 :	: 4.4 :	: 13.3 :	: 20 :	: 46.6 :
: VII :	: 33 :	: 21.2 :	: 3. :	: 21.2 :	: 3. :	: 48.4 :
: VIII :	: 20 :	: 20 :	: 20 :	: 5. :	: 15 :	: 25 :

This table is made from reports from smaller cities. The replies from larger cities and departmental schools are too few to permit of tabulation.

Percentages do not total one hundred per cent because a miscellaneous group of replies too varied to tabulate has not been recorded.

A bad home environment, from the "English" point of view, lack of home training, and indifference on the part of the parents are charged by more than half of the teachers in grade II with being the cause of lack of preparation. Forty-two and one-tenth per cent of the replies for grade III mention it and in each of the succeeding grades a large part of the teachers consider home influences an active cause of their English difficulties.

In grades IV, V, VI, VII, and VIII the largest proportion

of the teachers agree that the cause of ineffective work is lack of time and over-crowding. Lack of drill is included here, for it is assumed that lack of drill means lack of time for drill. "Too many pupils in a grade", "lack of time for individual attention", "too much attempted in a limited time", "overworking teachers", "large classes", these and similar expressions occur again and again throughout the reports, whether from cities of more or less than 50,000.

Comparatively few reports suggest faults of the teacher or of the pupils as causes of the difficulty, and these are largely repetitions of the replies given to 16 b. Irregular attendance and inattention on the part of the pupils are mentioned occasionally, and in grades II, V, VI, and VII "lack of training" or "poor training in English" on the part of the teacher is mentioned as a cause of ineffective teaching. The need of supervision of teachers and of supervision of pupils by teachers frequently appears in replies. Concerning subject matter and methods, or "curriculum," many agree that the subject matter is not adapted to the child, that technical grammar is not made practical, and that necessary frequent reviews are crowded out.

The replies from larger cities and departmental schools do not present any additional reasons for failures.

Question 16 e; How could the difficulty (cause of lack of preparation as previously specified) be remedied?

Table V.

Grade:	RPLS:	Home Environ.:	Curriculum:	Teacher:	More time:	Smaller classes:
I	5	Replies too few to record				
II	21	4.7	14.2	19.05	47.62	
III	10	10	33.3		50	
IV	27	14.8	18.5	18.5	40.7	
V	26	7.6	30.7		38.4	
VI	32	7.4	18.7	18.7	40.6	
VII	26	7.6	53.8	23	15.3	
VIII	20	5.	25	30	30	

This table is made from replies from smaller cities. Replies from larger cities and departmental schools were too few to tabulate.

Percentages do not total 100% because a miscellaneous group too varied to tabulate has not been recorded.

A comparison of this table with table IV preceding reveals that while many teachers consider home environment a cause of their difficulties, very few of them suggest a change in home and community influences as a remedy. The largest proportion of the teachers in each grade, except grade I, agree that the remedy is more time and smaller classes. The need of special classes and supervision of individual work is frequently stated. Five reports for grade V suggest a supervisor in the lower grades. From each grade are many suggestions of "more

drill on essentials". In grade VI three reports specify "smaller classes or a longer school term". From grade VII, where 53.8% of the replies have to do with the curriculum, are three suggestions of "better texts and fewer subjects", five of "more attention to oral composition in the lower grades", one each of "drill in the use of words" and "constant use of the dictionary", and two of "a definite outline for English in all grades". One report for grade VI suggests that "every lesson be made a language lesson", and another that "the pupils be made to understand the connections between grades"--- evidently meaning correlation and organization. Occasionally the need of specially trained or better trained teachers is stated.

Reports from larger cities emphasize the indicated need of more time and smaller classes for drill, and add a suggestion for grading pupils according to their individual differences with special teachers for backward pupils. Two suggestions are offered, one from grade IV and one from grade VI, for the education of the community through parents' or mothers' clubs.

Question 17 b; Is this grade able to furnish for the next grade in order the needed preparation in English, as to both knowledge and power? (All questions numbered 17 are for grades I - VII only.)

Table VI.

: Grade :	: Rpls. :	: Yes :	: No :	: Partly :
: I :	: A.41 :	: 70.7 :	: 9.8 :	: 19.5 :
: I :	: B.10 :	: 90 :	: :	: 10 :
: II :	: 53 :	: 77.4 :	: 5.7 :	: 16.9 :
: II :	: 9 :	: 66.6 :	: 11.2 :	: 22.2 :
: III :	: 43 :	: 72 :	: 28 :	: :
: III :	: 9 :	: 55.5 :	: 22.3 :	: 22.2 :
: IV :	: 66 :	: 60.6 :	: 27.2 :	: 12.2 :
: IV :	: 10 :	: 47.1 :	: 23.9 :	: 30 :
: V :	: 33 :	: 72.8 :	: 18.1 :	: 9.1 :
: V :	: 10 :	: 70 :	: 30 :	: :
: VI :	: 52 :	: 57.6 :	: 23.1 :	: 19.3 :
: VI :	: 10 :	: 50 :	: 50 :	: :
: VII :	: 51 :	: 54.9 :	: 19.6 :	: 25.5 :
: VII :	: 9 :	: 55.5 :	: 44.5 :	: :
: :	: C 9 :	: 66.6 :	: 33.3 :	: :

The affirmative answers to this question out number the negative in each grade. In each report, as is natural, the teachers generally seem better pleased with their own work than with that of their predecessors, (cf. Table III) but the large measure of expressed dissatisfaction is significant.

Question 17 c; If this grade is not able to meet the needs of the pupil at this stage, in what respects does it fail to do so?

Table omitted.

The answers to this question reveal on the part of the

teachers a sense of failure to impart knowledge in certain forms, but more often of failure to develop in the pupil necessary ability and power. "Incorrect" or "imperfect sentences" and "persistent errors of speech" are evidence of failure to impart knowledge in all grades, while two reports for grade VII add, "The pupil fails in the technical grammar course," and another tells of "glaring errors in spite of technical grammar". Spelling, punctuation, paragraphing, pronunciation are not mastered according to a few teachers, and "provincialisms are not eradicated". Many reports, about one-half, say that pupils do not develop the ability to express themselves freely or clearly, either orally or in writing, nor do they learn to depend upon themselves rather than the teacher, or to apply the knowledge they have gained. "Neatness" and "accuracy" are not made habitual, nor is the pupil taught how to concentrate.

Question 17 d; What is the cause of these failures, (if there are failures)?

Table VII

Grade	Rpls.	Home Environ:	Curriculum	Teacher	Pupil	Over-crowding Lack of time
I	24	20.83	20.83	4.17	16.67	25
II	19	36.84		15.79	10.52	31.58
III	32	46.87	3.12	6.25	9.37	34.37
IV	36	22.22	8.33	8.33	16.66	38.88
V	39	25.63	12.82	2.56	33.33	25.64
VI	25	20	24	8	44	4
VII	22	18.18	22.72	4.54	13.63	22.72

This table and the following one are compiled from the relatively large number of replies from smaller cities. Replies from larger cities and departmental schools ranging from four to nine in the various grades are not tabulated, but are considered in the interpretation which follows.

A miscellaneous group of replies too varied to tabulate has not been set down in the table.

A comparison of the replies to this question with the replies to 16 d reveals a general agreement among teachers as to the causes of their own and their predecessors' difficulties. More replies place the blame on home environment, pupil, and curriculum, and fewer upon teacher and over-crowding than in 16 d. Four replies in grade VII mention "lack of former preparation". One report in grade I and one in grade IV speak of "narrow vision", and one in grade VI mentions "the failure to see the importance of good English". These suggestions seem to apply to the teacher. In grade II three reports mention "poor instruction", "poor preparation", and personality of the teacher".

In grade V, six reports name as a cause of failure thoughtlessness, slovenly habits, or carelessness. Apparently these should be counted not as causes but as results and a further search be made for their causes. Such physical defects of the pupils as bad teeth receive mention, and in grade IV two reports say that pupils are mentally deficient. One report for grade II

complains that pupils enter school too young, and one in grade III speaks of their immaturity.

The need for better organization of English work appears in one or two replies for each grade and is variously expressed as "lack of definite aim", "need of a better course", "too much attempted", "too many subjects", or "grammar course fails too connect".

Nearly one third of the teachers place the blame for their failure properly to prepare pupils for the next grade upon over-crowding and lack of time for drill or for individual work.

Question 17 e; How could the matter(^{i.e.,} cause of the failure) be remedied?

Table VIII

Grade:	Rpls:	Home Environ:	Curriculum:	Teacher:	Pupil:	Smaller classes:
						More time, drill:
I	18	22.2	38.88	5.55	5.55	22.2 smaller class
II	24	20.8	8.33	4.16	4.16	54.17
III	6*	16.66	83.33			"majority"
IV	20	20	5		5	70
V	27	7.41	14.82	7.41		51.85
VI	22	40.9	9.09		4.54	31.82
VII	14	7.14	42.84		25.58	21.42

* Percentages based on only six replies, these saying "majority" not included.

A miscellaneous group of replies is also omitted from the table.

An average of the percentages for the seven grades to which this question applies shows that 19.31% of the teachers believe that a change in the home environment of the pupil will remedy their difficulties; 28.87% favor changes in the curriculum; and 36.72% ask for more time and smaller classes. The remaining 15.1% is about equally divided among suggestions regarding pupils, teachers, or school administration. Suggested changes in administration include "special classes and medical treatment for defectives", "separate grades for backward pupils", and one proposal to "shorten the elementary course" followed by a proposal to "lengthen the elementary course". Many teachers agree that pupils should be taught how to study and how to apply the principles learned. One answer recommends that "we try teaching the how instead of the what for a while".

Reports from larger cities repeat the demand for smaller classes and for more time for individual supervision and class drill. More stress, it is said, should be placed on composition, especially oral, and an attempt should be made to correlate composition with the pupil's home and other outside interests. One report from grade VI suggests "promotion by subjects", and one from grade II "enforcement of the compulsory attendance law".

Question 18 a; What other subjects, if any, are coordinated with English in teaching?

In the following table the basis of percentages is the number of reports for each grade. Since most schools report more than one subject as coordinated with English, the total

of replies is frequently larger than the number of reports and the sum of percentages equals more than 100%.

The several columns include the following items:

1. English; reading, spelling, literature, grammar, composition, language work, memory work, dramatization.
2. Geography and nature study.
3. History, biography, and current events.
4. Science; hygiene, physiology(grades I to VI), agriculture, and "science"(grades VII-VIII);
5. Math.; numbers, arithmetic, and "Math."(grade V).
6. Arts; music, drawing, picture study.
7. Manners and morals

Table IX

Grade:	Rpls:	All	None	1	2	3	4	5	6	7
I	A66	13.6		54.4			4.5	7.5	4.5	4.5
	B10	20	30							
	70	22.8		34.2	15.7	2.8	5.8			
II	11	27.2	27.2	36.3	45.4	36.3	18.1			
	79	31.6	2.5	41.2	31.6	30.3	1.3	30.3	3.7	
III	11	27.2	18.1		127.3*	63.6				
	80	6.2	3.7	118.7#	75	31.5	15	3.7	2.5	2.5
IV	11	18.1	27.2	18.1	90	35.3				
	77	13		26	13	13	1.3	1.3	1.3	1.3
V	7		14.2	(Some 85.72.)						
	75	6.6	2.6	103.9'	59.9	53.3	11.9		7.9	1.3
VI	10		40	(Some 60)						
	69	14.4	7.6	89.8	31.8	43.4	5.7	2.8		
VII	10		30	(Some 70)						
	C12				100	100				
	65	10.7	7.6	106.1"	24	46.1	12.3	16.1	6.1	
VIII	11		45.4	(Some 54.5)						
	16	12.5	6.2	62.5		68.7	12.5		6.2	6.2

*Geography 63.6%, nature study 63.6%

#Reading 43.7, spelling 45, language 7.5, composition 3.75, penmanship 12.5, literature 3.75, memory work 2.25.

' Reading 56, spelling 33.33, writing 13.33, dramatization 1.3

" Reading 35.37, spelling 26.15, literature 13.83, grammar 10. composition 9.22, writing 7.69, language 3.08.

The wide variety of subjects named as coordinated with English makes their classification somewhat difficult, and in a few instances their combination under a single head makes a rather surprisingly large total. Inspection of the table shows that in smaller cities a number of schools report all subjects as coordinated with English and a small proportion in grades III, IV, VI, VII, and VIII say that none are. In larger cities the proportions of all and none are nearly equal in the early grades, and in the later grades there is an increasing per cent of none with the remainder answering some without specifying what subjects. The content subjects, geography, and history, are most popular for coordination with English in schools of every type. Science and mathematics are coordinated rather more often than might be expected, and arts, handwork, manners, and morals are mentioned occasionally.

By far the largest proportion of subjects reported as coordinated with English are those which we have come to regard as a part of the English course. Though we concede that some of the subjects listed under English ^{in the preceding table} may not belong there (which should be excluded would probably be a matter for argument) yet we are forced to admit that the English course must contain one or another of the long list. Since each subject is named at one time or another as coordinated with English, we are driven again to the conclusion already recorded, that we do not know what we mean by "English" in the elementary schools.

Question 18 b; If subjects are so coordinated , how in each case?

Table X

Grade:	Rpls:	Other subjects:	Correct usage	Reading, spelling
basis for comp:	all recitations:	from other subjects:		
I	A 66:	28.78		
I	B 10: all repptng			
	70.3	7.1	32.85	
II	10:	50	10	
L	79:	58.22	58.22	17.72
III	11:	72.72	72.72	
	80:	35	12.5	31.25
IV	11:	75		
	77: all reporting	15.58		all reporting
V	7:	28.57		28.57
	75: all reporting	all reporting		all reporting
VI	10:	40	20	
	69:	36.23	27.53	
VII	10: all reporting	all reporting		
	C 12:	58.33		
	65:	27.69	32.31	
VIII	11: all reporting			
	16:	87.5		

More than onethird of the schools answering to other parts of this questionnaire failed to reply to this question. The methods most frequently named are set down in the table above. Memory work, reproduction, and story telling are almost as popular as the methods noted, while the use of complete statements in all recitations is mentioned in one or two replies from the first five grades. Other methods suggested in one or more instances are conversation, dictation of songs in music, correct expression in reading, formation of sentences from spelling words, and illustrating language lessons by drawing. One reply says, "The study of one is the study of all."

Question 19 a; Does English receive attention in any other than English classes?

Table XI

:Grade:	Rpls:	Yes	NO	Some
:A	51:	84.32:	1.96:	13.72:
: I	:B 10:	100	:	:
:	62:	98.39:	:	1.61:
:III	10:	100	:	:
:	70:	100	:	:
: III	10:	100	:	:
:	82:	92.68:	:	7.32:
: IV	11:	100	:	:
:	71:	98.59:	1.41:	:
: V	11:	100	:	:
:	70:	100	:	:
: VI	11:	100	:	:
:	65:	96.93:	3.04:	1.03:
: VII	12:	100	:	:
:	:C 12:	100	:	:
:	57:	87.72:	:	12.28:
: VIII	11:	100	:	:
:	15:	93.34:	:	6.66:

In only three grades, I, V, and VII in smaller cities, are there schools which report no attention to English in other than English classes. A slightly larger percentage in grades I, II, IV, VII, and VIII of smaller cities, and grade VIII departmental report "some" attention to English in other classes. In larger cities and grade VII departmental all schools which report consider English in other than English classes, and in cities below 50,000 nearly 95% of the replies answer "Yes" to this question.

Question 19 b; If so, (if it receives such attention),
in what way?

Table XII

Grade:	Rpls:	Correct: Usage	Correction: of errors	Complete: statements	Miscellaneous
I	56	51.78	26.71	1.78	19.73
II	64	39.06	46.87	1.56	6.25 6.25 drill
III	66	6.06	"all"	"all"	3.03 3.03 drill
IV		"all"	"all"	"all"	conversation drills
V	72	41.66	27.77	6.93	4.16 reproduction 11.1--- 4.16 splg. 4.16 Mem.wk.
VI	55	"all"	"all"	"all"	3.63 vocab. 3.63 Mem.wk 3.63 splg.
VII	61	90.18			4.91 splg. 4.91 debates, comp., story telling
VIII	68	26.47	36.76		36.77 conversation, read., writing, splg., punc.

This table is compiled from replies from cities below 50,000. Replies from larger cities and departmental schools were too few to tabulate.

Correct usage in all recitations, and in grades II, IV, and VIII on the playground, is the method employed by more than half the teachers in all the grades. "Correction of errors" is mentioned in nearly half the replies although it is not mentioned in replies from grade VI. Other methods used less generally are, conversation drills, answers in complete statements, stories in numbers, language games, neatness in written work, exactness in spelling, debates and school societies in grade VII, and topical recitations in grade VIII.

Larger cities and departmental schools insist upon correct usage in recitations and make corrections in English wherever mistakes are made. One departmental school reports all errors in English to the English department.

Question 20 a; Of all English subjects taught in this grade which are the least satisfactory in results?

Table XIII a

Grade: I :	Grade: II :	Grade: III :	Grade: IV :	Grade: V :	Grade: VI :	Grade: VII :	Grade: VIII :
:Lang:	:	:	:	:Read:	:	:	:
:Read: Lang	: Lang	: splg	: O.Comp.	: Comp.	: Comp.	: Gram.	:
:Pen-: Pen-	:	:	: Comp	:	: Tech.	:	:
:man-: man-	: Splg	: Lang	: Splg	: Read.	: Gram.	: Comp.	:
:ship: ship	:	:	: Lang	:	:	:	:
:Comp:	:	:	:	:	:	:	:
:Oral: Read	: O.Comp	: Read	: W.Comp	: Splg	: Read	: Read	:
:expsn	:	: Comp	:	:	:	:	:
:Phonics	:	:	:	:	:	:	:
:Usage: O.Comp	: W.Comp	:	:	:	:	:	:
:Splg: Splg	: Writing	: W.Comp	:	: Lang	: Splg	: Splg	:
:	: Read.	:	:	:	:	:	:
:	: Speaking:	:	:	: Oral	: Oral	: Oral	:
: Story	: correctly:	:	:	: work	: expsn	: comp.	:
: telling:	: Correct:	:	:	: Written:	:	: Writing:	:
:	: idioms:	: Writing:	:	: work	:	:	:
:	:	:	:	: Penman-	:	:	:
:	:	: Practical:	:	: ship	:	: W.	:
:	:	: English:	:	: Usage	: Lang	: expsn	:
:	:	: Gram	:	:	:	:	:
:	:	: Nature	:	: Physio-	:	:	:
:	:	: study	:	: logy	: Writing:	: Lang	:
:	:	: Story	:	:	:	:	:
:	:	: writing:	:	:	:	:	:

Table XIII b

Grade: I :	Grade: II :	Grade: III :	Grade: IV :	Grade: V :	Grade: VI :	Grade: VII :	Grade: VIII :
:Splg: Comp	: W.comp	: Comp	: Comp	: Read	: Comp	: Comp./Comp	:
:W.Comp:	: O. Comp	: Penman.	: Read	: Splg	: Read	: Gram.	:
:phonics: sp.	:	: Splg	: Penman:	: Penman:	: Tech Gr.	: Gram.	: Sp.
: O. :	: Read. sp:	: W.work:	: T.gram:	:	:	:	:
: comp: Read	: phonics:	: O, work:	: splg	:	:	:	:

Table XIII a, is compiled from replies from smaller cities. Table XIII b, is made from answers from cities above 50,000 and departmental schools. Both tables are made by the negative standard indicated by the question, so that rank 1 means the subject so ranked is least satisfactory or most unsatisfactory for the given grade; rank 2 indicates a less degree of dissatisfaction, and so on.

Question 20 b; What is the cause of the dissatisfaction in each case?

Table XIV a,

Grade:	Rpls:	Home environ:	Curric- ulum	Teacher:	Pupil:	Over-crowding: Lack of time " " drill:	Misc. :
I	30	63.33	3.33		3.33	20	10
II	37	59.45	phonics: Unable wrong : to sup- aim : ervice no variety: writ:	16.21	21.62		
III	57	26.31	12.28	12.28	25.56	28.07	
IV	63	19.04	22.22		22.22	15.87	19.53
V	53	28.3	5.66		24.54	26.41	15.09
VI	77	25.97	22.08	1.29	19.49	22.08	9.05
VII	37	32.43	27.02	8.1	2.7	27.02	2.7
VIII	64	10.93	32.81		32.81	21.86	1.65

Table XIV b,

Grade:	Rpls:	Home : environ:	Curric- : ulum :	Teacher :	Pupil:	Crowded : conditions:	Misc.
:	:	Teachers	:	:	Fails :	Too little:	:
I	10	cannot :	:	:	to :	time for:	:
:	:	counter-	:	:	apply :	oral :	:
:	:	act :	:	:	phonics:	drill::	:
:	:	Home	Lack of :	:	:	:	Vocab.
II	L 10	condi-	supplement-	:	care- :	70	pronunc.
:	:	tions	ary read-	:	less:	:	:
:	:	:	ing. :	:	:	:	:
:	:	:	Lack of:	:	:	:	difficult
III:	10	:	supp.wk:	:	:	:	mechanics
:	:	:	:	:	:	:	:
IV:	16	environ:	37.5 :	:	6.25 :	50	6.25
:	:	:	more	:	care- :	:	:
V	10	"	oral :	:	less :	50	:
:	:	:	:	:	:	:	:
VI	11	36.36	18.18 :	:	:	45.45	:
:	12	36.36	too much	:	:	:	vocab/
VII:	8	:	written:	:	37.5 :	25	:
:	:	:	too	:	:	:	:
:	:	:	difficult	:	:	:	:
:	10	:	:	:	:	:	:
VIII	15	36.36	T.gram:	:	:	25	:

Table XIV a represents replies from cities below 50,000, table XIV b those from larger cities and departmental schools. The second table is not very satisfactory because replies could not be reduced to percentages. They set forth no new reasons for dissatisfaction, and are notable only for the entire absence of any reference to the teacher as a possible factor.

The replies from smaller cities do not show any attempt to explain the cause "in each case" but are general in character. Although the percentages are based upon a slightly larger number of replies, they do not differ very greatly from the percentages based on replies to 16 d and 17 d. Outside and home environment, lack of time, and over-crowding continue to hold first and second places as the causes of unsatisfactory work.

Faults in the curriculum, carelessness and inefficiency of pupils, and "poor preparation" are mentioned here as in replies to the preceding questions.

Question 20 c; How could it(the suggested cause) best be removed in each case?

(Table omitted.)

As in replies to 20 b, these answers are general and bear a strong resemblance to the replies to questions 16 e and 17 e. As before, changes in home environment do not figure largely as a possible remedy for conditions, but more time, smaller classes, more drill are mentioned in almost half the replies from smaller cities. The miscellaneous group contains suggestions for "night school", "a reference library", "a higher standard", and "thought training".

Replies from larger cities (8 to 10 for each grade) and from departmental schools(6 for grade VII and 10 for grade VIII) reveal the same desire for more time, more drill, and smaller classes. One request from grade III is for less work attempted, and occasional suggestions from the various grades specify more oral work, more time for spelling, less technical grammar, more word study, ear training, and drills for accuracy, as possible changes in curriculum or methods. In only two reports is there expressed a desire to change the home environment of the pupils.

Question 20 d; If the indicated difficulties could be removed, with what degree of improvement in each case?

Very few replied to this hypothetical question, and in no grade did more than eight answers indicate improvement by per cent; hence no satisfactory conclusion can be drawn. General answers vary from "slight", "very little", to "marked degree", and include "gradual", "reasonable" and "depends on teacher". In larger cities most replies say "marked" or "considerable" or "large". Three out of six replies from grade VII departmental say "slight". The few percentages given average 50%.

Question 21 a; What differences, if any, in the results in English training in this grade, arise from differences in the nationality or home environment of the pupils?

Table XV

The following tabulation sets forth the replies to this question without reducing them to percentages.

Grade I	: ALL Those coming from homes where correct expression is heard express themselves better.
	: Poor environment causes poverty in every-day expsn.
	: SEVERAL
	: Foreign children are slower and lack vocabulary.
	: Pronunciation affected; originality of thought;
	: and manner of expression.
Grade II	: ALL Children from homes of educated parents have advantage.
	: Marked in power of free expression.
	: 9: Foreigners handicapped by lack of vocabulary-idioms
	: 3: Foreigners slower to grasp work in English than in other subjects.
	: Foreign children find pronunciation difficult, lack vocabulary and fluency.
	: Oral expression more affected than written by poor home environment. Slang hard to over-come.

Table XV continued

Grade III	<p>60: Better homes, better English; and vice versa.</p> <p>38: Foreign children are slower. Find difficulty in expressing themselves. " " " pronunciation. Vocabulary weak.</p> <p>1: "Worst sufferers are children of American parents who murder the language."</p> <p>Foreigners are weak in vocabulary, expression, originality, accuracy of expression, idioms.</p> <p>1: Lack of understanding of American ideas and customs.</p>
Grade IV	<p>SEVERAL: None from nationality but a great difference from home environment.</p> <p>Many: a great difference in English. Foreign child slower to grasp meaning or to arrange thoughts.</p> <p>3; see no difference</p> <p>Difference is noticeable in pronunciation, conversation, vocabulary, expression, grammatical constructions, understanding of words.</p>
Grade V	<p>7: Environment makes a greater difference. Much slang and poor spelling.</p> <p>6: Nationality</p> <p>1: " affects enunciation and expression</p> <p>1: Meaning of words and vocabulary.</p> <p>1: Differences in pronunciation. " " expression of thought both oral and written.</p> <p>3: Difficulty because of nationality. Foreign idioms persist, slow to grasp American idioms. Home influences show in grammatical correctness, pronunciation, vocabulary, originality.</p>
Grade VI	<p>(about half answer this question)</p> <p>ALL: Children with educated parents speak better English; do not have trouble with English subjects Home language makes a great difference and an indelible impression. Americans of poor environment use slang, but have larger vocabulary. Differences in foreign birth mostly in oral expression, in construction, and in slowness in</p>

Table XV continued

Grade VI	:	Children from cultured homes have better style.
CON.	:	1: Foreign children careful, not original.
Grade VII	:	Reports indicate children of well-educated parents do better English work.
	:	Majority think poor environment makes a greater difference than foreign homes.
	:	Foreign children lack vocabulary, are slower in English, have difficulty in construction of sentences, have trouble with expression.
	:	Always poor language from poor environment whether American or foreign.
	:	1: Foreign do better in written than in spoken English
	:	1: Differences not so great as in primary grades.
	:	(Many do not report.)
Grade VIII	:	3: practically none
	:	6: No perceptible difference in nationality, some in environment.
	:	5: Ability to use clear sentences.
	:	2: In conversation, in spelling, in neatness.
	:	1: In pronunciation, in habits of speech, vocabulary
	:	3: In progress
	:	Foreign, wide knowledge, small vocabulary.
	:	Home environment affects vocabulary, grammar and thought.

Summarizing the replies from the several grades as noted above we discover that pupils from foreign homes are handicapped especially in the early grades, by lack of vocabulary, particularly idioms, and that they think more slowly than children from American homes. Practically all the teachers are emphatic in their opinion that home environment has a direct influence upon the results of English teaching. One reply expresses it, "Always poor language from a poor environment, whether American or foreign" Many say that children of educated parents speak better

English and have little trouble with English problems.

Generally the answer to this question seems to be: Better homes; better English, whether the difference is owing to nationality or other causes.

Question 21 b; What is the estimated degree of difference (in the results of training) in each instance?

Several replies (ranging from 5 to 16) indicate the degree of difference by per cents but do not specify in what "instance". These average in all grades about 40%. Others answer in general terms as "slight", "great", "considerable", "slower", etc. One reply from grade III indicates that the difference varies according to the age at which the child begins to speak English; if at six years the difference is 10%; if at ten years, 25%; and if at fifteen years, 50%. One answer in grade VII states, "A greater difference is due to environment than to nationality".

Question 21 c; Do other subjects show analogous differences?

Table XVI

Grade:	Rpls.:	Yes	No
A	29	62.07	37.93
I	8	50	50
	40	62.5	37.5
II	9	44.4	55.5
	44	50	50
III	12	75	25
	55	58.18	41.82
IV	6	50	50
	53	56.61	43.39
V	9	55.5	44.4

Table XVI continued

	Grade:	Rpls:	Yes	No
		57:	52.54	44.07
VI		10:	50	50
		38:	50	50
VII		9:	44.4	55.5
	C	9:	66.6	33.3
		17:	64.7	35.3
VIII		9:	44.4	55.5
		10:	60	40

The table shows that opinion is about equally divided as to whether other subjects show analogous differences.

Question 21 c (second part) If other subjects show analogous differences, what subjects?

Table XVII

Grade:	Rpls:	All:	None:	Read:	Math:	Geog:	Hist:	Art:	Music:	Nature:	Hygiene:
	A	14:	86.4:						8.14:	8.14:	
I	B	0:									
		28:	17.8:	3.57:	53.5:	17.8:	3.5:		3.57:		
II		11:		10.1:				27.2:		18.1	27.2
		5:			20	60					
III		11:					27.2:	36.3:		27.2	
		47:	14.8:	6.38:	25.5:	6.2:	19.1:	17.1:			21.13
IV		3:	33.3:								
		41:	36.5:	19.5:	7.3:	24.3:	13.1:				
V		6:		33.3:		33.3:	33.3:				
		35:		20	22.8:	22.8:	22.8:	2.85:			2.85
VI		0:									
		24:	12.5:			41.6:	41.6:				4.16
VII		4:				50	50				
	C	8:	37.5:	25		12.5:	25				
		15:	6.6:	6.6:	6.6:	40:	6.6				33.3
VIII		0:									
		11:	9.1:	9.1:	18.1:	27.2:					27.2

Occasional references to spelling have been crowded put of the table as follows; grade IV 8.51%, grade VI 5.7%, grade VIII, departmental 9.09%.

Among the subjects listed as showing analogous differences geography and history appear most often and about equally so. Reading is named in a number of replies in the intermediate grades and by one in grade VIII departmental. Numbers or arithmetic is mentioned in each grade except the first, though in only a few replies. There are scattering returns for music, art, nature study, science, and physiology and hygiene. A rather large proportion of the replies in each grade, except grade III, report that all subjects show analogous differences.

Question 21 d If other subjects show analogous differences which show a greater difference than English, and which less?

Table XVIII (17)

Greater?							
Grade:	Rpls:	All:	None:	Arith:	Read:	Geog:	Hist:
I	A 12	16.6	75	8.3			
	B 5		100				
II	32	12.5	87.5				
	6	100					
III	18		100				
	7	10	100				
IV	38		78.9		15.79	5.26	
	7		100				
V	31		77.42	16.13			6.45
			100				
VI	31	3.2	70.9	12.9		9.68	3.23
			100				
VII	25		72.7	13.6			13.64
			100				
VIII	c 0						
	24	12.5				41.67	41.67
	4					50	50
	6		33.3	33.3		16.6	16.6

Table XVIII continued

Less?									
Grade:	Rpls.	All	None	Arith	Read	Geog	Hist	Hygiene: Physio:	Misc. Arts:
I	A 6	66.6							16.6
	B 8	12.5		62.5	25				
	14			64.2					36.72
II	8	50		12.5					37.5
	11			63.6					36.36
III	8	37.5		12.5					50
	29	64.5		19.3		3.22			12.99
IV	9	22.2				11.1	11.1	11.11	44.44
	14	42.8		35.7		7.1	7.1		7.14
V		100							
	25	24		32		24	16		4
VI		100							
	27	16.6		20		16.6	26.6	3.33	6.66 *
VII		100							
	C 0								
	12	33.3		33.3		16.6	8.3	8.3	
VIII		100							
	7	14.3		42.8		14.3	14.3	14.3	

* Add to grade VII, smaller cities, spelling, 10%.

Reference to the tables representing 21 c and 21 d shows that opinion is about equally divided as to whether other subjects show differences analogous to those of English in the effects upon training of nationality and home environment. However if we may assume that the vote that no subject shows a greater difference than English is supplemented by the vote that all subjects show less, then the conclusion is fairly well established that English is of all subjects most affected by such conditions.

Music, writing, drawing, and construction work seem to be less affected than English by unfavorable outside influences. Opinion differs concerning arithmetic, although the majority vote

is that it suffers less than English. There is about an equal division of opinion concerning geography and history. One reply from larger cities notes that the foreign pupil is at a disadvantage wherever initiative, alert thinking, or team-work is demanded.

Question 22 a; Is it possible for you to estimate the comparative value of results in school training in English and that in other subjects?

Table XIX.

: Grade :	: Rpls :	: Yes :	: No :	: Partly :
: I :	: A 35 :	: 80 :	: 20 :	: :
: :	: B :	: 50 :	: 50 :	: :
: II :	: 27 :	: 66.6 :	: 33.3 :	: :
: :	: 9 :	: 66.6 :	: 22.2 :	: 11.1 :
: III :	: 39 :	: 48.7 :	: 46.1 :	: 5.1 :
: :	: 7 :	: 71.4 :	: 14.3 :	: 14.3 :
: IV :	: 40 :	: 57.5 :	: 42.5 :	: :
: :	: 9 :	: 77.7 :	: 22.2 :	: :
: V :	: 46 :	: 60.8 :	: 39.1 :	: :
: :	: 8 :	: 87.5 :	: 12.5 :	: :
: VI :	: 50 :	: 56 :	: 44 :	: :
: :	: 10 :	: 80 :	: 20 :	: :
: VII :	: 30 :	: 60 :	: 40 :	: :
: :	: 11 :	: 81.8 :	: 9.1 :	: 9.1 :
: VIII :	: C 6 :	: 50 :	: 50 :	: :
: :	: 32 :	: 59.4 :	: 40.6 :	: :
: :	: 9 :	: 77.7 :	: 22.2 :	: :
: :	: 9 :	: 44.4 :	: 22.2 :	: 33.3 :

In small cities a large majority in grades I and II and a steadily diminishing majority in the following grades answer "yes" to this question. In larger cities the proportion of affirmative answers remains large throughout the grades, but in departmental schools there exists considerable doubt

concerning the possibility of comparing results in English and in other subjects.

Question 22 b; If such a comparison is possible, what subjects rank highest in value of results of training arranged in descending order?

Table XX

Grade I	: First Rank	: Second Rank	: Third Rank	:
A	: English 8	: Reading 4	:	:
	: Reading 7	: Language 3	:	:
	: 6	: Arithmetic 3	:	:
B	: English 6	: Writing 1	:	:
	: Reading 2	: Nature St. 1	:	:
	: Language 1	: Spelling 1	:	:
Grade II	: Reading 16	: Arith. 9	:	:
A.	: English 6	: Language 6	:	:
	: Arith. 3	: Spelling 3	:	:
	: Language 3	: English 2	:	:
	:	: Reading 1	:	:
B.	: English 6	:	:	:
	: Arith. 1	:	:	:
	: Oral Comp 1	:	:	:
	: Nat. Science	:	:	:
Grade III	: Reading 10	: Math. 2	:	:
A.	: English 8	: Spelling 2	:	:
	: Numbers 4	: Writing 2	:	:
	: Exact	: Lang. 2	:	:
	: science 1	:	:	:
	: O. Comp. 1	:	:	:
	:	:	:	:
B.	: English 6	: Math. 3	:	:
	: Numbers 2	:	:	:
	: Reading 1	:	:	:
	: Informa-	:	:	:
	: tional	:	:	:
	: subjects 1	:	:	:
	:	:	:	:

	First Rank:	Second Rank:	Third Rank:	Fourth Rank:
Grade IV				
A.	Reading 7	Math. 5	Math. 4	
	English 5	English 2	Geog. 2	
	Math. 3	Lang. 2	Lang. 1	
	O. Lang. 2	Penman-ship 1	Nature study 1	
		Geog. 1	Reading 1	
		Spelling 1	Hygiene 1	
			Writing 1	
B.	English 6	Geog. 3		
	Math. 2	History 2		
	O. Lang. 1			
Grade V				
A.	Arith. 8	Math. 6	Physio. 4	
	Reading 7	Reading 4	English 3	
	English 2	Geog. 4	Spelling 2	
	History 2	History 2	Arith. 1	
	Geog. 1	Spelling 1		
B.	English 8	History 10	English 1	
	Arith. 2	Math. 8		
Grade VI				
A.	English 7	Arith. 7	Spelling 7	Geog. 5
	Reading 7	Reading 7	Arith. 4	Music and
	Arith. 6	History 4	History 4	arts 3
	Geog. 5	Geog. 3	Hygiene 3	
	History 5	Spelling 3	Lang. 3	
	Literature 2	English 2	Geog. 2	
	Spelling 1	Writing 2	Reading 2	
		Lit. 1	Writing 2	
		Science 1		
B.	English 9	History 4		
	Arith. 1	Arith. 3		
Grade VII				
A.	English 10	Arith. 6	History 5	
	History 4	Geog. 5	Spelling 2	
	Math. 2	History 3	Geog. 2	
	Geog. 1	Dom. Sc. 2	Physio. 2	
	Grammar 1	Reading 1	Nature study 1	
	Man. Trngl.			
B.	English 7	History 6	Arith. 4	

	First Rank:	Second Rank:	Third Rank :	Fourth Rank
Grade VII				
(con)B.	Geog. 2	Math. 1	Geog. 3	
	History 1		English 1	
	---	---	---	---
C.	English 3			
	Math. 3			
	Reading 2	Q		
	Geog. 2			
	Comp. 1			
Grade VIII				
A.	English 12	History 6	Arith. 6	English 3
	History 5	Arith. 5	History 5	Geog. 2
	Arith. 5	Geog. 3	Hygiene 3	History 2
	Reading 3	English 3	Grammar 3	Lang. 1
	" for	Reading 2	English 3	Writing 1
	thought	Grammar 2	Reading 2	Spelling 1
	getting 1	Spelling 1	Spelling 1	Science 1
	Geog. 1	Cooking 1	Science 1	
	---	---	---	---
B.	English 4	History 4		
	Arith. 2	Geog. 2		
	---	---	---	---
C.	English 3	Arith. 9		
	Reading 3	History 7		
	History 2	English 6		
	Arith. 1	Geog. 5		
		Physiology 5		
		Reading 4		
		Writing 2		
		Spelling 1		

In this table no attempt is made to reduce the replies to percentages, the number following each subject named being the actual number of answers for that subject.

In small cities English is given the most votes for first place in grades I, VI, VII, and VIII; reading in grades II, III, and IV; and arithmetic in grade V. In larger cities English receives the most votes for first rank in each grade. In departmental schools English and mathematics tie for first place in grade VII, and English and reading tie in grade VIII.

For second place arithmetic has the most votes in grades II, III, IV, V, VI, and VII, small cities; reading ranks second in grade I; and history in grade VIII. In cities above 50,000 history is given second place in grades V, VI, VII, and VIII; mathematics in grade III, and geography in grade IV.

In the upper grades three and sometimes four ranks are indicated. Arithmetic in grade IV, and VIII; physiology in grade V; spelling in grade VI; and history in grade VII are given third place.

The vote in each case is not unanimous as often a second or even a third candidate for first, second, or third place is crowded out by only one vote. So far as any conclusion can be said to be indicated, it seems that the relative adequacy of results in the subjects named is dependent upon their relative importance; that is to say, if English is not more important or not much more important than other school subjects, then it may be said to be doing very well in comparison. But even thus qualified, the validity of the statement remains in doubt.

Question 22 c; Is the preceding estimate of value based
 (1) on a standard of knowledge, or (2) of personal power, or
 (3) some other standard, Or (4) some combination of these?

Table XXI

Grade:	Rpls:	(1)	(2)	(1(&)2)	(3)	(4)
I	A 27	22.2	14.8	62.96		
I	B 21	23.8	28.6	47.6		
II	13	60	20	6.66	6.6 culture:	6.6 Knowledge and initiative.
II	9	55.5		44.4		
	18	38.8	27.7	16.6	5.5 "	5.5 personal power and culture
III	18	27.7		50		22.3 knowledge and initiative
	31	21.4	29.1	38.7		9.6 personal power and culture
IV	9	33.3		55.5		3.2 all, plus time
	28	21.4	53.5	14.3		11.1 knowledge and initiative
V	10			100		10.7 personal power, plus ability, plus culture.
	40	20	20	37.5		2.5 good living
		10*	2.5*			2.5 culture
			2.5'			2.5 home conditions
VI	10			100		
	25	20	24	44		4 personal power and culture
						4 personal power & observation
						4 all, plus power of application
VII	10			100		
	C 10	20	40	30	10 culture:	
		10*			& practical knowledge:	
	31	12.9	22.5	41.9		3.23 personal power initiative, expce., character.
VIII	8	12.5	12.5	75		3.83 personal power. initiative & culture
	9	33.3	22.2	44.4	L	3.23 all, & observ.
						3.23 ability to under: stand question and express ideas.
						3.23 all, & power of application
						3.23 Daily growth and final results.

* "partly" ' "no"

According to the none too numerous replies to this question, a little less than one fourth of the teachers based their estimate of value upon knowledge; a little more than one fourth (26.4%) agree upon personal power and initiative as a basis for judgment; and 30.34% consider a combination of both the proper standard for an estimate. Other standards suggested are "culture", "personal power and culture", "all, plus power of application", or personal power and observation". In cities of more than 50,000 population the most frequently used standard is that of a combination of personal power and initiative. Upon the basis of the standard or standards indicated, it is perhaps reasonable to think that English training should show a higher degree of adequacy than is tentatively indicated by the replies to the preceding question.

Question 23 a: What could the university or high school or normal school have done to increase the efficiency of this grade or school?

(Table omitted.)

The number of replies to this question averages twenty for all grades in smaller cities, and eight for all grades in larger cities.

The university, high school, and normal school have three ways of approach to the elementary school English problem; through the teacher, the community, or in their relations to their own

students. The general equipment of the teacher, her literary backgrounds, may be improved by broader courses in higher institutions of learning. Her special equipment should include practical training in methods, as in handling large classes. Special courses should equip teachers for directing defective or backward children. Then too, these schools should give teachers a broader vision of the possibilities of English teaching and of the value of good English, and a deeper insight into the needs of pupils.

These higher schools should make a survey of English conditions in the community, and conduct publicity campaigns for popularizing better speech. They should attempt a scientific investigation into the causes of errors of speech, and should endeavor through extension courses or other means to raise the standards of "home English".

Within their own curricula, these schools may offer more extensive training in both literature and language, and should always insist upon a high standard of speech in all classes. They possibly could aid by raising their entrance requirements.

A few replies to this question say, "Nothing more."

Question 23 b: Upon what standard of comparison (see 22 c) of efficiency is the preceding statement based?

(Table omitted.)

In smaller cities only a little more than one-third, and in larger cities about half, of the persons replying to the first part of this question answer this part. Generally their standard of comparison is personal power plus knowledge, or knowledge plus

initiative, or a combination of all three. "Observation", "thoroughness", and "interest" are also mentioned. State requirements are the standard named in one reply, and another from a larger city says, "all, plus interest in the subject".

Question 24 a; What is the English course of study for this grade?

24 b; What general principle or principles determine this arrangement?

24 c; To what extent, if any, are individual teachers allowed to make variations in it?

These questions have been treated at the beginning in connection with 16 a and 17 a in the unsuccessful attempt to discover a typical course of study.

Question 25 a; Is special correlation of vocational activity with English sought for in this grade?

25 a; Are results satisfactory?

Table XXII

Vocational activity correlated?				Results satisfactory?			
Grade:	Rpls:	Yes	No	Rpls*:	Yes	No	Partly
: A	27	33.3	66.66	: 9	77.7	:	:
: I I:B	8	25	75	: 0	:	:	:
: :	9	66.6	33.33	: 6	50	: 16.6	: 33.33
: II	4 L	25	75	: 1	:100	:	:
: :	41	17.1	82.9	: 7	14.2	:	: 14.2
: III:	9	11.1	88.8	: 2	:100	:	:
: :	42	26.2	73.8	: 11'	55.5	:	: 27.27
: IV	9	22.22	77.7	: 2	:100	:	:
: :	45	15.5	84.4	: 7#	28.5	: 28,5	: 57.14
: V	9	22.2	77.7	: 2	:100	:	:
: :	42	19.5	71.7	: 9	36.7	: 15.3	: 30.76
: V50:	10	20	80	: 3	:100	:	:
: :	35	34.3	65.7	: 10	60	: 20	: 20
: VII:	10	60	40	: 6	83.3	: 16.7:	:
: :C	2	50	50	: 1	:	:	:100

Vocational activity correlated?: Results satisfactory? :				Grade: Rpls.: Yes : No :: Rpls*: Yes : No :Partly:			
:	35	27.5	71.4	:: 10#	90	40	:
:VIII:	8	62.5	37.5	:: 6	80	20	:
:	9	55.5	44.4	:: 3	33.3:	66.6	:

* Number of 'yes' replies in Column 3.

The sum of the replies for these grades is greater than the number of 'yes' answers in column 3, hence the per cents total more than 100.

Only about one-fourth of those replying to this question report special correlation of vocational activity; (in cities above 50,000 in grades VII and VIII and in departmental schools the proportion is considerably greater). Of those who answer 'yes' one-half(51.82%) secure satisfactory results, while 22.8% are partly satisfied with the results they get. In grades VII and VIII teachers are generally satisfied with results.

Question 25 b; If such correlation is made, according to what principle?

Table omitted.

The greatest number of replies to this question in any grade is six in grades VI and VII, Apparently the question is one which educators have not considered and which they do not feel able to answer. General answers embrace the principles of "interest", "practical application of English work", and "head and hand acting together". The specific suggestions include "reproduction of stories", "child learns only the words he uses", "visits to places of industry", and other equally varied and unsubstantial hints.

Question 25 g: If such correlation is made, by what method or methods?

(Table omitted.)

Among the three or four replies to this question for each grade are suggestions of certain specific means; such as handwork for English, grade I; spelling connected with manual training, grade VI; and drawing and paper cutting, grade II. The method most frequently mentioned is the use of material on trades and professions, or of trips to industrial concerns as subject matter for oral and written composition. One school replying in grade V correlates by showing the necessity for knowledge of English in any vocation.

Question 24 e; If results of vocational activity are not satisfactory, what is the cause?

(Table omitted.)

No answers to this question appear in the first three grades, and only one in grade IV. It says, "The course is not exacting, and differs in results." In the later grades the most significant comment among the two or three replies for each grade is that the course is not sufficiently worked out.

Question 25 f; If the results are not satisfactory, how can they be made so?

(Table omitted.)

This question is answered in grades VI, VII, and VIII. The replies include suggestions for "spelling matches",

"letter writing", "note book work", and "general correction of speech, manners, and costumes".

Question 26 a; What library, if any, is available for pupils of this grade; school library, public library, or both, or some other (specified)? Is there cooperation by and with a public library? Are there any libraries in the children's homes? Are loan collections available? or traveling libraries from the state library commission, or other sources(specified)?

Table XXIII

Grade:		Cooperation by and with							
Rpl's:		School:	Public:	Public:	Home:	Loan:	Travel:	Other	
*A 40:		37.5	75						
I B 10:			50		60	40			
		37	91.9	64.8	27.1				
II 10:		60	10	90	70	60			
		46	81.3	76.3	43.4	73.9	26.1	21.7	
III 10:		20	90	100	80	70			
		57	70.1	76.7	21.1	89.4	35.1	29.8	
IV 11:		63.6	100	72.7	18.1				
		60	83.3	95	50	41.6	11.6	10	
V 10:		80	100	90	90	60			
		48	77.1	83.8	50	77.1	27.1	18.7	Sample
VI 11:		81.8	90.9	45.4	90.9	72.7			texts
									Univ.
		38	86.8	68.4	44.7	36.8	26.3	31.5	church
VII 12:		83.3	91.6			26.3			
C 12:		100	91.6			41.6	25		
		48	79.1	79.1	41.6	94.2	37.5	31.25	
VIII 11:		81.8	100	90.9	81.8	72.7			
		17	70.5	64.7	70.5	82.3	35.2	17.6	

*The reports for this question from small cities are generally meagre. From larger cities and departmental schools reports are fairly complete.

' Answers in this column are always qualified as; "some", "few", or "limited".

Number of libraries.

Reference to the table shows that the schools which replied to this question are generally equipped with a library of some sort. Because it did not seem probable that the more than one-third of the schools which did not reply to any of the questions in group 26 have no library, that large percentage which might have counted on the negative side has been disregarded. The percentages in the table were computed upon the basis of the number of reports in each grade to any other part of group 26 than 26 a, assuming in such cases that no reply to 26 a meant no library. A few schools definitely report no library; the largest number being twenty in grade V of cities below 50,000, and thirteen in grades IV and V larger cities. No marked difference appears in the number of libraries available in large and in small cities.

Question 26 b; What approximate total number of volumes in school and public libraries is available for English work?

Size of libraries: A consideration of the number of libraries lacks significance unless we know something of their size and contents. The figures representing the numbers of volumes are given in averages made up from widely varying libraries. For example, in grade V of cities below 50,000, the average of 2,650 is computed from twelve libraries ranging from ten volumes to 14,000; and seven of these twelve have less than two hundred volumes. For English reference in Grade IV of cities of that class the extremes are ten volumes

and 14,000 volumes, the average six thousand; but seven out of twelve have less than one hundred volumes. Replies from larger cities indicate a similar range in the number of volumes; but no fair judgment of the size of the typical library can be made.

Question 26 b (second part): What approximate number of volumes of biography, travel and description, fiction, poetry and the drama, science and ^{the} industries, recent and contemporary literature, works of reference, such as gazetteers, cyclopedias, dictionaries, textbooks not used in class, other volumes used in English work (specified)?

Kind of libraries.

In each grade fiction predominates, the average in grade II being two times the average for biography, its nearest competitor, and eight times that for travel and description, the next in rank. In grade III the fiction library is nearly seven times as large as that of biography or travel, and four times that of science or industries. In other grades IV, V, and VI, the proportions are similar, as fiction : biography : travel : science :: 7 : 1 ; 2 : 4, or 9 : 1 : 1 ; 2, or 5;1:0:2. In grades VII and VIII fiction becomes relatively less important while travel and description, biography, and poetry and drama make proportionate gains. Of the less popular sorts of literature, poetry and the drama fare rather well, but recent and contemporary literature and books of reference are seldom mentioned.

In general these figures are taken from a small number of reports and are so inadequate as to arouse the suspicion that

teachers do not know their libraries.

Question 26 c; What estimated percentage of library use is by pupils for recreation, for supplemental reading, for the finding of specific reference information, for the cultivating of the habit of good reading? In most cases, does the use of books as tools develop into cultural reading?

Use of libraries.

In this question, too, the paucity of replies makes generalizations from them of doubtful value. They indicate that more than three-fourths of the pupils' use of libraries is for recreation; 18.16% is for supplemental reading; 10.5% for reference; and 7.5% for the cultivation of the reading habit.

Question 26 d; Is instruction offered in the physical makeup of books, in the use of books and libraries (reference books, card catalogue, and other indexes)? If so, what, and how much?

Instruction concerning libraries.

Very few schools offer instruction in the physical makeup of books or in the use of libraries. The greatest number answering "yes" in either case is eight for physical makeup in grade IV of cities below 50,000, and fourteen for "use" of libraries in grade VIII. Instruction is given in how to open a book, how to care for a book, how to bind papers and to design magazine covers, and in the use of indexes, card catalogues etc. The time taken for this work varies from forty-five minutes a week in one school to one hour a semester in another.

Question 26 e and f: Is any library reading specifically required by English teachers? If so, do pupils read more than required? If not required, what proportion of English pupils use the library voluntarily? f; Of what does the reading of English pupils chiefly consist, and is it possible to ^{ESTIMATE} its average amount for one pupil in pages, or hours, weekly?

Required reading.

In the early grades not many teachers require library reading, in grade VI one-half of the thirty-six schools reporting make library requirements, and in grades VII and VIII more than two-thirds expect outside reading. Not many schools answer the second part of this question (do pupils read more than is required) and of these little more than half reply that pupils do more than the required reading. From replies from grades VI, VII, and VIII, it appears that more than half the reading done is fiction. History and biography rank second with an average of about 22%, and books of travel rank a remote third.

Note: Most of the conclusions concerning libraries have been drawn from cities below 50,000. From the larger cities and from departmental schools the number of replies sometimes but two or three was insufficient for any conclusions, but an inspection of these replies shows no marked difference from these considered.

The reports for the remaining questions of Sheet II are comparatively few, hence conclusions drawn from them are merely tentative, their relative value indicated as heretofore by the number of each.

Question 27 a; Do you favor the equal division of elementary and secondary education on the "six - six" plan?

27 b; Have you tried it? If so, where and when and with what results(specify kind and degree)?

27 c; Would you limit the "six-and-six" plan to towns and small cities, substituting for large cities the six-three-three" plan, or the "six-two-four" plan?

27 d; Or is your preference for some other limitation or modification? If so, what and why?

Division of time between elementary and secondary education.

Replies to section a of this question range in number from twenty in grade IV to thirty-three in grade V in smaller cities, and from six in grade II to twelve in grade V for cities above 50,000. Of these a majority (64.6% averaged for all grades in cities below 50,000, and 79.14% for all grades in larger cities) favor the "six-and-six" plan. Almost none of them had tried it in 1914, four in grade VIII being the largest number reported in any grade. It had been in use in Hartford City, Conn., Albia, Iowa, Madisonville, Ky., Breckinridge, Colo., Crawfordsville, Indiana, Muncie, Indiana, Blackfoot, Idaho, and Dunkirk, N.Y. These reports are unanimous in their approval, saying that results are "excellent", "very satisfactory", "fine" etc.

In only one case, in grade II of cities below 50,000, does the majority of the small number of replies favor limiting the plan to towns and small cities. A few (seven in grade VIII, six in grade IV, and two or three in the remaining grades) favor the six-three-three plan for larger cities, while six reports in grades I and V express a preference for the six-two-four arrangement. Other divisions suggested by scattering replies, never more than two in any grade, are seven-five, eight-four, seven-three, five-three-four, four-four-four, and one-eight.

Teacher preparation.

"The sum of these answers should equal the total number of teachers in this grade" (Note preceding the question group.)

Table XXIV

	:	What number of teachers have had,																						
	:	Grade:Secondary				Normal				College														
Grade:	Total:	only	:1	:	2:	3	:	4	:	1	:	2	:	3	:	4	:	1	:	2	:	3	:	4
I	:	96	:	2.08:	7.2:	5.2:	:	5.2:	7.2:	6.2:	28.1:	:	7.2:	6.2:	5.2:	9.2:	:	1.1:	2.1	:		:		:
II	:	102	:	:	:	:	:	15.6:	9.8:	20.:	29.4:	:	5.8:	2.9:	:	.9:	6.8:	1.9:	:		:		:	
III	:	128	:	2.35:	3.1:	4.6:	:	4.6:	7.1:	23.:	32.:	:	5.4:	3.2:	3.1:	7.1:	:	.7:	2.3	:		:		:
IV	:	78	:	:	7.6:	7.6:	:	2.5:	20.:	8.724:	3.:	:	5.1:	:	:	6.4:	8.9:	5.1:	2.5	:		:		:
V	:	131	:	10.9	:	.7:	7.6:	8.4:	8.4:	18.:	22.8:	:	2.9:	2.2:	4.5:	9.1:	2.2:	1.5	:		:		:	
VI	:	145	:	4.8	:	2.1:	6.9:	4.8:	22.:	10.:	15.1:	:	4.8:	8.9:	8.6:	4.7:	2.8:	:		:		:		:
VII	:	150	:	4.3	:	2.6:	1.3:	8.6:	16	:	10	:	28.6:	4.6:	8.6:	4	:	3.3:	2/	:	2.6	:		:
VIII	:	153	:	:	:	199:	2.6:	6.5	:	16.:	13.:	:	8.4:	7.1:	8.4:	7.1:	4.5:	6.5:	15.	:		:		:

There have been crowded out of this table per cents representing combinations of normal school and college training or other combinations as follows; grade I, 9.37%; grade II 5.88%; and grade VI 2.06%.

So few reports from larger cities or departmental schools were received from this question that it seemed wise to disregard them in considering the problem of teacher preparation. They offer no evidence to show that the preparation of teachers in the larger cities differs from that of those in smaller cities.

The note preceding this question reads, "The sum of these answers should equal the total number of teachers in this grade". Assuming that those who replied followed this direction then the sum of teachers for each grade rightly represents 100% in the table above.

Reference to the table shows that more than one-fourth and a little less than one-third of the primary teachers have had two years of Normal School after high school. The median line follows rather closely the second year of normal school, dropping below in grade V and rising above in grade VIII. Except for grade VIII, less than one-sixth of the teachers have had any college training. In this grade more than one-third have had some college work, and 15.66% have had four years. Four grades IV, VI, VII, and VIII, show a rather large proportion (nearly one-fifth) of teachers with high school preparation only. The

combinations of normal and college seem to refer either to summer sessions, or to summer sessions and training schools. A very few schools report teachers who have done graduate work. Two mention extension courses, and one business training.

Question group 29. Final results of grade training.

This question group applies only to the eighth grade. The replies are generally complete.

Question 29 a; On completing the elementary school course in English; what should the pupil know about English?

The answers to this question have been considered in the attempt to discover the typical course of study in English and do not need to be restated. (See tables I and II and the discussion following).

Question 29 b; What kind and degree of power should he have developed?

The kinds of power which the pupil should have developed on completing the eighth grade are the power of expression, of understanding, of appreciation, memory, concentration, observation, and imagination. Nearly one-half (42.54%) of the replies expect the pupil to be able to express himself clearly and to use and recognize good English. Another group (19.6%) hopes for the development of the understanding and reasoning power. Logical, careful, and clear thinking, and the power to go to work and work out a reason for himself are mentioned here. An appreciation of good literature and authors and a

love of good reading are expected by 13.7% of the replies. Power to remember includes the "power to retain all received", (3.92%), increasing vocabulary (1.96%), and the ability to spell and use 10,000 words (1.96%). There is one reply each (1.92%) for the power of concentration, and of observation, and two for initiative and imagination.

In larger cities there is the same desire for free self-expression, a language and literary sense, correct habits of speech, and the power to get thoughts out of books. Five replies specify the power to analyze sentences, and to write at least 150 words on a familiar topic with coherence and correct sentence structure.

The twelve replies from departmental schools are a repetition of those from smaller cities.

Question 29 c; Should he have acquired any kind or degree of culture not included or implied in a and b? If so, what?

Practically all reports from small cities say that pupils should have the culture that comes from knowledge, appreciation, and taste for good literature; the ability to enjoy and love the beautiful in literature; and to read intelligently and to distinguish between ordinary modern fiction and masterpieces. Five out of seven replies for larger cities say that he should have taste and appreciation for good literature, and the general opinion in departmental schools is the same. Other replies from each type of schools hope for the refinement of speech, and the speaking voice and the elimination of slang and coarse expressions. There are

expressions of a desire for high ideals of personal conduct, for altruism, sympathy, brotherhood, kindness, and politeness.

Question 29 d; What preparation, if any, should he have for other English school work to follow, in addition to what is stated or implied in a?

There are thirty-two replies from smaller cities and ten from departmental schools from which may be gathered the following:

In composition the pupil should have plenty of oral and written work, a knowledge of spelling and punctuation, and the ability to express himself well. He should be able to define and illustrate common figures of speech and should have some knowledge of formal grammar.

For literature he should know plenty of literature worthy of imitation and "have an acquaintance with the personal life of many authors". He should have an appreciation of and a desire to read the best literature and should know why the rest is not so good. He should be able to grasp the gist of what he reads and reproduce it. He should have some understanding of the author's style.

Question 29 e; What preparation should he have for practical life activities?

Many of the replies to this question are repetitions of answers to previous questions. Definitely practical abilities are "knowledge of business forms and habits" in 30% of the

replies, the ability to read well and spell correctly(10.9%) and to write legibly (10.9%). These proportions are for smaller cities; other types of schools show corresponding percentages.

Not without significance is the inclusion here of the ability to converse fluently and intelligently and to write easily and effectively, by twenty-seven per cent of the replies from smaller cities, and by thirty-seven per cent from departmental schools, and by nearly all the answers from larger cities.

Power to think clearly and independently is mentioned here as elsewhere. There is one report each for interest in social affairs, or world events, knowledge of social forms, and a bibliography and literature of vocations.

Question 29 f; What part of the preparation named in d and e belongs specifically to the eighth grade?

There are many replies to this question which specify a proportion as one-eighth, two-thirds, much, none, or all. A few replies say work begun in other grades should be emphasized in this grade. A portion of the replies name specific parts of the course as belonging to this grade. Nearly one-fourth in smaller cities say letter writing and business English should be taught in this grade, while scattering replies mention "application to practical life", "reasons for uses", public speaking, book reviews, knowledge of good literature.

Larger cities and departmental schools do not make such

specifications.

Question 29 g; Does he lack any part of that preparation?

If so, what?

The pupil lacks in knowledge of grammar, of vocabulary, of spelling, and in power of correct or intelligent expression. He has not always been taught the things he may need, and lacks the power to apply what he knows. He lacks initiative, judgment accuracy, thoroughness, and the ability to follow directions.

Question 29 h If so, what is the cause?

The cause may lie with the pupil, the teacher, the system of study, or outside environment. Faults of the pupil consist of native carelessness, lack of interest, and of application. Faults of the system consist of lack of emphasis on important subjects or in lack of connection with everyday life. Other faults are not specified. In larger cities half the replies say the cause is in lack of time and crowded conditions. The three remaining answers name unfortunate home environment, indifferent and low standards, and too much time given to less important subjects. From departmental schools eight replies answer, for the pupil, lack of interest, of previous training, and of initiative; for the teacher, lack of definite aim; and name as other causes lack of a definite course of study, over-large classes, and the influence of street and theatre.

Question 29 i; If such preparation is lacking, how could the difficulty be remedied?

Nearly half the replies from smaller cities and larger cities and one-fifth from departmental schools say the remedy

lies in more time and smaller classes. Other schools would alter the curriculum or methods by teaching less technical grammar, making work more practical, eliminating much that is non-essential, and placing emphasis on English in other subjects. A few would attempt to better the pupil's environment. Replies from departmental schools ask for better organization and more cooperation among teachers.

IV. Detailed Interpretation of Sheet III of the Questionary.

Question group 30. Reading, how taught.

Question 30 a; In the teaching of reading what per cent is from the regular reader, from supplementary reader, from classics, or other matter? (total should equal 100%).

Table XXV

		:Reg.	:Supp.	:class-	
Grade:	Rpls:	read.	read.	sics	Miscellaneous:
: A	75	: 60	: 36	: 3	: 1
: L	: B 11	: 45.5	: 31.9	: 12.8	: 11.5
: I	: 77	: 57	: 38	: 4	: 1 art & nature
: II	: 9	: 48.9	: 36.4	: 6.1	: 7.6
: III	: 82	: 53	: 40	: 5	: 2 sight reading
: IV	: 11	: 50.4	: 33	: 9	: 7.6 current events
: V	: 85	: 59.7	: 29	: 5	: 6.3
: VI	: 11	: 55.7	: 30.3	: 8	: 6
: VII	: 79	: 58	: 33	: 6	: 3 history, geog.
: VIII	: 10	: 52	: 29.4	: 8.7	: 9.9 hygiene, Bible stories
: IX	: 80	: 63	: 25	: 9	: 3 hygiene, hist. geog.
: X	: 11	: 49	: 27	: 12	: 12 outside papers
: XI	: 60	: 49.1	: 25.4	: 21.4	: 4.1 school paper
: XII	: 9	: 47.2	: 22.8	: 19.3	: 10.7 library
: XIII	: C 13	: 56	: 5	: 39	: current events
: XIV	: 54	: 38.5	: 21.6	: 48.2	: 4.7 current events
: XV	: 11	: 33.5	: 16.4	: 36.4	: 13.4 traveling library
: XVI	: 17	: 33	: 17	: 40	: 10 periodicals
: XVII					: stories

Table XXV is compiled from the average of percentages stated in reply to the question. It is self-explaining, though attention may be called to the greater use of miscellaneous material in larger cities, to the general dependence on the regular reader in all schools, and to the rather wide use of supplementary readers except in grade VII, departmental.

Question 30 b Information9(substance) first, or form (words) first?

Question 30 c, First reading silent or oral, in class or before class?

Table XXVI

	:Taught First			:First Reading			: First Reading		
Grade:	Rpls:	Subst:	Form:	Rpls:	Silent:	Oral:	Rpls.	In cl:	Before:Either
: A	62:	58.1:	41.9:	70 :	64.2:	35.7:	62:	64.5:	17.7: 17.7:
: I	:B 20:	85 :	15 :	20 :	100 :	:	11:	72.7:	27.2: :
: :	69:	57.9:	42.1:	78 :	78.2:	21.8:	69:	39.2:	36.7: 24.1:
: II	: 9:	100 :	:	10 :	100 :	:	11:	27.2:	36.3: 36.3:
: :	70:	54.2:	45.7:	65 :	100 :	:	72:	6.9:	83.3: 9.7:
: III:	11:	90.2:	9.1:	11 :	100 :	:	11:	9.1:	63.6: 27.2:
: :	65:	66.1:	33.8:	76::	93.4:	6.6:	90:	28.8:	54.4: 16.8:
: IV :	10:	100 :	:	11 :	100 :	:	11:	:100 :	:
: :	67:	80.6:	19.4:	68 :	88.2:	*:7.3:	73:	8.2:	86.3: 5.5:
: V :	10:	100 :	:	12 :	91.6:	8.3:	4:	100 :	: : :
: :	70:	78.5:	21.5:	78 :	79.4:	*:6.4:	69:	18.8:	75.3: 5.8:
: VI :	9:	90 :	10 :	10 :	100 :	:	10:	:	:100 :
: :	62:	88.7:	11.3:	65 :	86.1:	*:7.6:	52:	19.2:	73.1: 7.6:
: VII:	9:	88.8:	11.2:	11 :	90.9:	9.1:	1:	:	:100 :
: :	:C 13:	100 :	:	13 :	92.3:	7.7:	14:	7.1:	42.9: 50 :
: :	65:	38.1:	61.8:	61 :	88.5:	*:8.1:	61:	12.3:	85.2: 3.4:
: VIII:	11:	100 :	:	11 :	81.8:	18.1:	14:	28.5:	50 : 22.5:
: :	* 16:	75 :	25 :	13 :	100 :	:	12:	33.3:	66.6: :

* Add to these grades per cents reporting "either" as follows; grade V, 4.42; grade VI, 14.11: grade VII, 6.16; and grade VIII, 3.29.

In only one instance (grade VIII, cities below 50,000) do the majority of teachers teach form (words) first, although in the first four grades in smaller cities considerably more than one-third follow that practice. In cities above 50,000 and in departmental schools the vote is nearly unanimous for substance first.

The general agreement is for a silent first reading with a few schools in the last four grades noting a variation in their

practice. After the primary grades there is a marked preference for the first reading before class, although many schools vary their methods.

Question 30 d; Is phonic drill given either in connection with reading or independently? If the former, does it precede or follow oral reading?

Table XXVII

:Phonic drill given				: With reading			
Grade:	Rpls:	with :	Indep-:	Rpls:	Pre- :	Fol- :	Both
:	:	:read.:	endent:	Both:	* :cede :	low :	:
: :A	83:	33.7:	42.1:	24.2:	48 :	93.7:	6.2:
: I :B	43:	41.8:	58.1:	:	9 :	77.7:	22.2:
: :	83:	42.1:	33.7 :	24.2:	50 :	84 :	10 :
: II :	14:	21.4:	57.1:	21.4:	3 :100 :	:	:
: :	94:	59.5:	32.9:	7.6:	66 :	95.4:	4.5:
: III:	12:	16.6:	33.3:	50 :	7 :100 :	:	:
: :	80:	71.2:	22.5:	6.2:	65 :	90.7:	4.6:
: IV:	11:	54.5:	27.2 :	18.1:	7 :	71.4:	28.5:
: :	65:	78.4:	6.2 :	15.4:	73 :	86.3:	8.2:
: V :	7:	85.4:	14.5 :	:	5 :	80 :	20 :
: :	59:	72.8:	23.7 :	3.5:	33 :	81.8:	12.1:
: VI :	10:	80 :	20 :	:	6 :	66.6:	33.3:
: :	38:	71 :	29 :	:	30 :	73.3:	10 :
: VII :	5:	80 :	20 :	:	5 :	40 :	40 :
: :	C 2:	50 :	50 :	:	2 :100 :	:	:
: :	31:	61.3:	38.7 :	:	21 :	80.9:	19.1:
: VIII:	8:	62.5:	37.5 :	:	0 :	:	:
: :	9:	66.6:	33.3 :	:	8 :100 :	:	:

* These replies do not correspond to the replies in column three.

Except in the primary grades there appears to be a preference for giving phonics drill with reading rather than independently; yet about one-fourth of the teachers in all grades give independent drill. Among those who prefer to combine phonics with reading, agreement is nearly general that phonic drill should precede. A noticeable decrease in the number of replies from grade III to grade VIII suggests that phonic drill is mostly given in the primary and intermediate grades.

Question 30 e; Is memory work required? If so, of what character? What part prose? What part poetry? Is there any systematic attempt to increase vocabulary? If so, by what method?

Table XXVIII

Grade:	Memory work						Vocabulary		
	Required	Character		increased			Yes	No	
	Rpls:	Yes	No	Rpls:	Prose	Poetry	Rpls:	Yes	No
: A	77:	93.5:	6.5:	70	10	90	34	88.2:	11.8 :
: I	:B 11:	100 :		11	7	93	11	90.9:	9.1 :
: II	: 73:	89 :	11	70	10	90	71	91.5:	8.5 :
: III	: 11:	90.9:	9.1:	11	5	95	11	81.8:	18.1 :
: IV	: 35:	85.6:	14.4:	35	25	75	35	100 :	
: V	: 8:	100 :		8	2	98	0		
: VI	: 73:	84.9:	14.1:	39	10	90	36	100 :	
: VII	: 11:	90/9:	9.1:	11	6	94	0		
: VIII	: 79:	100 :		70	23	77	57	100 :	
: IX	: 11:	100 :		11	5	95	11	100 :	
: X	: 80:	98.7:	1.2:	68	25.5:	74.5	79	94.9:	5.1 :
: XI	: 11:	100 :		11	13	87	10	100 :	
: XII	: 69:	100 :		69	21	78.7	55	100 :	
: XIII	: 10:	100 :		10	12.1:	87.9	10	100 :	
: XIV	:C 13:	100 :		13	24.2:	75.8	7	85.7:	14.3 :
: XV	: 66:	100 :		68	32.2:	67.8	58	93.1:	6.9 :
: XVI	: 10:	160 :		9	25	75	9	100 :	
: XVII	: 15:	100 :		15	31.5:	68.5:	14	100 :	

Only a few schools report no memory work required of their pupils although a few of the "yes" answers are qualified as "some" or "a little". Prose is less popular than poetry as memory material, its best showing being in grade VIII where it amounts to about one-third of the whole. The selections chosen for memory work comprise nature, ethical, and historic and patriotic poems; stories and myths; and quotations and selections from the classics. In grade I of smaller cities "sight words" are memorized in one school, and in grade V of smaller cities "definitions".

Nearly all schools make a systematic attempt to increase the pupil's vocabulary. The largest negative statement is 18.1% in grade II of larger cities; the next largest 14.3% in grade VIII, departmental. A variety of methods for increasing vocabulary is noted in each grade: among them, drills in the meaning and construction of words; the study of synonyms and the dictionary; the use of new words in original sentences and in oral composition; conversation, memory work; reproduction of stories; and dictation exercises.

Question 30 f; In general are results satisfactory? If not, in what respects? Why? What would be a remedy?

Table XXIX

Grade:	Rpls:	Yes :	No :
: A	63	96.8:	3.2:*
: I	B 11	90.9:	9.1:
: :	71	97.2:	2.8:
: II	11 :	90.9:	9.1:
: :	84	79.7:	20.3:*
: III:	10m	80 :	20 :
: :	81	80.2:	19.8:
: IV :	11 :	54.5:	45.4:
: :	75	76 :	24 :*
: V :	11 :	90.9:	9.1:*
: :	74	75.6:	24.3:*
: VI :	11 :	72.7:	27.2:*
: :	62	69.3:	30.7:
: VII:	10 :	80 :	20 :*
: :	C 10	50 :	50 :*
: :	63	68.2:	31.8:
: VIII:	11 :	90.9:	9.1:
: :	13	69.2:	30.8:

* These totals include a few qualified answers as "not quite", "not entirely", "fairly so", etc.

The table shows that results are generally satisfactory though with increasing dissatisfaction in the higher grades. No marked difference appears between large and small cities

except in grades VII and VIII, where schools in large cities are much better pleased with their results than are other types of schools.

Pupils fail in the mechanics of reading and in mastering the subject matter. Faulty pronunciation, enunciation, expression, phrasing or grouping, and lack of fluency, ease, or accuracy comprise the first class; while such expressions as "failure to get thought", "unable to use ^{new} words correctly", "lack of appreciation", "lack of ability to remember and apply what is read", "and lack of interpretation" suggest difficulty in mastering the content of the reading lesson.

The reasons for failure refer to the pupil, the curriculum, the home environment, and to over-crowding. The pupil's weakness is sometimes attributed to natural defects or to his immaturity, but more often to his carelessness, inattention, self-consciousness, or poor habits of study. The curriculum attempts too much, but it fails to provide enough oral work or sufficient material for supplementary or outside reading. Neither does it make proper provision for developing the child's vocabulary. An unfortunate home environment is reflected in reading as in other English branches, for many homes do not possess sufficient suitable material for home reading. In the replies from each grade there are frequent references to overcrowded conditions as "classes too large", "too little opportunity for personal supervision", or "individual attention", or "too little time for drill".

The remedies proposed are first of all smaller classes

more time, more drill, greater opportunity for individual help, and more time or special teachers for defectives. Specific changes in method are: in grade I more phonics and word-building, sight reading, and reproduction; in grade II more phonics, "more talking by pupils", and emphasis on the desirability of a rich vocabulary; on grade III a class organization which gives a reason for reading; in grade IV "good questioning", correct forms, expression, and enunciation in all classes, and more phonics; in grade V dramatization to "make lessons mean more"; in grade VI outside reading; in grade VII more dramatic reading and the socialized recitation; in grade VIII more attention to thought and expression, better motivation, and the socialized recitation. General suggestions would vary the quantity of oral and of silent reading, eliminate some material (not specified), provide better and simpler texts, and furnish more supplementary material suitable to the grade. A few replies would seek to raise home standards or to enlist the cooperation of parents; and one reply in grade VIII asks for better prepared teachers.

Question group 31. Composition, how taught.

Question 31 a; Is composition taught with or without a text? If with text, what one?

Table XXX

Grade:	Rpls:	Yes	No	Both:
: A	29:	:100	:	:
: I	:B 8:	:100	:	:
: II	57:	7	: 93	:
: III	10:	:100	:	:
: IV	74:	27.1:	60.8:	12.1:
: V	11:	36.3:	63.6:	:
: VI	65:	50.7:	49.3:	:
: VII	14:	50	: 50	:
: VIII	71:	54.9:	40.8:	4.2:
: IX	7:	28.5:	71.4:	:
: X	75:	54.6:	38.6:	6.6:
: XI	14:	35.7:	64.2:	:
: XII	71:	59.1:	40.8:	:
: XIII	8:	:100	:	:
: XIV	:C 13:	30.7:	69.3:	:
: XV	38:	89.4:	5.2:	5.2:
: XVI	11:	63.6:	36.3:	:
: XVII	14:	42.8:	57.1:	:

After grade I, schools in smaller cities show an increasing preference for use of the text in the teaching of composition. In larger cities most teachers before grade VIII prefer to teach without a text, and in departmental schools nearly two-thirds of the teachers use no text.

The list of texts used is given in the following table.

TEXT	: I	: II	: III	: IV	: V	: VI	: VII	: VIII	: TOT.
Aldine	:	:	1	3	3	2	:	:	9
Arnold's Lang. Lessons	:	1	:	:	:	:	:	:	1
Baker and Carpenter	:	:	:	:	:	1	:	:	1
Benson	:	:	:	:	:	:	1	:	1
Blount	:	:	:	:	1	:	:	:	1
Blount and Northrup	:	:	:	:	1	2	2	1	5
Buehler	:	:	:	:	3	1	3	:	7
Driggs	:	:	:	:	:	1	:	:	1

Text	: I	: II	: III	: IV	: V	: VI	: VII	: VIII	: Totals
Elem.Lang.Book	:	:	:	:	:	:	:	:	:
Emerson-Bender	:	:	1	1	1	3	7	4	17
Everyday	:	:	:	:	:	1	:	:	1
Guide book to Eng.II	:	:	:	:	:	1	:	:	1
Hill	:	:	:	1	:	:	:	:	1
Hughes	:	:	:	:	1	:	:	:	1
Hyde-Butler	:	:	:	:	:	1	1	:	2
Kimball	:	:	:	:	:	2	3	2	7
Lang.Spoken & W.	:	:	1	:	1	:	1	1	4
Lessons in English	:	:	1	:	:	:	:	:	1
Live Lang.Lessons	:	:	:	2	:	:	:	:	2
Manley-Bailey	:	:	:	1	:	:	:	:	1
Maxwell & Smith	:	:	:	:	1	:	:	1	2
Metcalf & Rafter	:	:	1	:	:	1	:	2	4
Modern Eng. Lessons	:	:	:	:	1	:	:	1	2
Mother Tongue	:	:	:	2	2	3	3	2	10
McMurray and W	:	1	:	:	:	:	:	:	1
Our Language	:	:	1	:	:	:	:	:	1
Peterson	:	:	:	:	1	:	:	:	1
Primary Lang. Lessons	:	1	1	:	:	:	:	:	2
Progressive Lessons	:	:	:	:	1	3	:	:	4
Reed	:	:	1	:	:	:	:	:	1
Reed-Kellogg	:	:	:	:	:	:	1	1	2
Robinson & Rowe	:	:	:	1	1	3	3	4	12
Rowe & Peterson	:	:	:	:	:	:	:	1	1
Scott-Southworth	:	:	1	1	1	7	9	5	24
Steps in English	:	:	:	:	:	:	3	4	7
Swinton	:	1	1	:	:	:	:	:	2
Swinton Higher	:	:	:	1	:	:	:	:	1
Thomas & Howe	:	:	:	:	:	:	1	:	1
Webster-Cooley	:	:	:	2	1	5	5	3	16
Thorndyke	:	:	:	:	1	:	:	:	1
Winterburne	:	:	1	:	1	:	:	:	2

In tables XXXII to XXXV inclusive the percentages listed are averages of the percentages given in the replies by the various schools. The are not affected by the number of replies which is noted only as an additional bit of information.

Question 31 b; What percentage of exercises is oral? and what percentage is written? Do these percentages fairly represent the estimated relative importance of each? If not, why not?

Table XXXII

		Exercises		Relative importance			
Grade:	Rpls:	Oral:	Writ:	Rpls:	Yes	No	
I	A	45: 90	: 10	: 30	: 100	:	:
	B	8: 84.3	: 15.7	: 8	: 100	:	:
		77: 70.7	: 29.3	: 77	: 100	:	:
II		10: 75.3	: 24.7	: 0	:	:	:
		75: 61	: 39	: 48	: 95.8	: 4.2*	:
III		11: 63.9	: 36.1	: 11	: 72.7	: 27.2*	:
		80: 59	: 41	: 44	: 95.4	: 4.6*	:
IV		14: 57	: 43	: 10	: 90	: 10	*
		78: 50	: 50	: 60	: 86.6	: 13.3*	#
V		11: 53.9	: 46.1	: 11	: 81.8	: 18.1*	:
		71: 45.9	: 54.1	: 53	: 83.6	: 26.4*	#
VI		11: 62	: 38	: 9	: 77.7	: 22.2	:
		65: 42.3	: 57.7	: 42	: 71.4	: 28.6*	:
VII		11: 48	: 52	: 8	: 75	: 25	*
	C	13: 47	: 53	: 10	: 60	: 40	:
		66: 40.6	: 59.4	: 51	: 68.6	: 31.3*	#
VIII		11: 47.5	: 52.5	: 11	: 63.6	: 36.3*	:
		14: 58	: 42	: 11	: 54.5	: 45.4*	:

* Among these replies are answers which indicate ^{that} oral is more important.

Among these replies are answers which indicate ^{that} written is more important.

The table shows a steadily increasing proportion of written work from grade I to grade VIII, except in grade V of larger cities. Those replies which say the proportion does not represent the relative importance of the subjects increase in a curve almost parallel to the curve ^{the increase in} of written work. In only three cases, less than 16%, do these replies suggest that written work is neglected. The others imply oral receives too little attention when they say, "classes too large for sufficient oral work," or "oral work needed more in daily life".

Question 31 c; What sources of material are drawn upon and in what relative proportion, such, for instance, as classics, history, reference works, pupil's experience and observation, and other sources?

Table XXXIII

Grade:	Rpls:	Class:	ics	Hist.:	Ref.:	Expc:	Obs.:	Other:
I	A	22:	18 :	9 :	2 :	60 :	20 :	
II	B	11:	35 :	3 :	1 :	50 :	6 :	
III		30:	10 :	16.6:	1.6:	60 :	26 :	
IV		10:	5.7:	15 :		53.3:	22.8:	
V		54:	19.7:	17 :	4 :	41 :	26.3:	
VI		11:	9.6:	23.2:		39.9:	27.3:	
VII		66:	17 :	17 :	7 :	40 :	22 :	
VIII		11:	7.2:	32.7:	.9:	21.2:	38 :	
IX		67 :	23 :	27 :	7 :	30 :	13 :	
X		11:	15 :	21 :	2.9:	41.7:		
XI		62:	19 :	20 :	5 :	40 :	16 :	
XII		11:	9 :	16 :	1.5:	44.5:	29 :	
XIII		61:	22 :	23.4:	15.7:	23.6:	20.3:	
XIV		11:	10 :	18 :	6 :	50 :		
XV	C	13:	45 :	18 :	16 :	21 :		
XVI		68:	24/1:	19 :	10.6:	22.3:	24 :	
XVII		11:	14.8:	14.9:	7.3:	57 :	6 :	
XVIII		14:	18 :	16 :	16 :	36 :	14 :	

The tabulation of these replies reveals no general principle upon which the use of the various specified materials is based. The child's experience and observation is the most popular source of material and reference works the least. The miscellaneous material includes picture study, nature study, stories read and told by teacher, "imagination", biography, geography, hygiene, current events, reviews, copy-work, and outline work.

Question 31 d; What kind of oral exercises are assigned and in what relative proportion, such, for instance, as repeated stories, bits of experience, debates, other kinds?

Question 31 e; What estimated percentage of written exercises consists of letters, stories, essays, verse, newspaper articles, or editorials, or other types?

Table XXXIV a

Oral exercises						
Grade:	Rpls:	Stories:	Expc:	Debates:	Misc:	
: A	25:	60	: 20	:	: 20	:
: I	: B 8:	17.6	: 10	:	: 72.4	:
:	: 30:	60	: 38	:	: 2	:
: II	: 10:	23.2	: 24.2	:	: 52.6	:
:	: 60:	45	: 31	: .5	: 23.5	:
: III	: 11:	32	: 32	: .2	: 34	:
:	: 82:	43	: 39	: 1.	: 17	:
: IV	: 10:	34	: 20	:	: 46	:
: L	: 71:	44	: 33	: 1.	: 22	:
: V	: 11:	30.5	: 32.6	:	: 36.9	:
:	: 81:	44	: 32.8	: 3.2	: 20	:
: VI	: 11:	23	: 40	: 1.	: 36	:
:	: 54:	42.5	: 29.6	: 3.6	: 24.3	:
: VII	: 10:	25	: 41	: 3	: 21	:
: C	: 13:	44	: 36.4	: 7	: 12.6	:
:	: 57:	39.3	: 27.9	: 10.4	: 22.4	:
: VIII	: 11:	23	: 42.5	: 7	: 17.5	:
:	: 14:	20	: 44	: 7.1	: 28.9	:

Table XXXIV b

Written exercises Nwsp.:Edit-:									
Grade:	Rpls:	Letters:	Stories:	Essays:	Verse:	art.	:orial:	Ohthr	
: A	25 :	6	: 84	:	: 10	:	:	:	:
: I	: B 8 :	:	:	: 100	: *10	:	:	:	:
:	: 27 :	18	: 70	: 1	: 1	:	:	: 10	:
: II	: 5 :	:	: 25	:	: 2	:	:	: 73	:
:	: 48 :	26	: 36	:	: 9	: .5	:	: 28.5	:
: III	: 11 :	9	: 15	: 20	:	:	:	: 46	:
:	: 70 :	27	: 46	: 10	: 3	:	:	: 14	:
: IV	: 10 :	14	: 40	: 11.1	: 4	: 3.5	:	: 27.4	:
:	: 48 :	25	: 45	: 5	: 3	: 1.	:	: 21	:
: V	: 11 :	32	: 36	: 23	: 1.6	:	:	: 7.4	:
:	: 71 :	19.5	: 37.3	: 11.8	: 4	: 2	: .4	: 15	:
: VI	: 11 :	30	: 30	: 24.3	: 1.6	: 5	: .7	: 8.4	:
:	: 62 :	22.2	: 24.1	: 10	:	: 3.9	: .8	: 41	:
: VII	: 10 :	30	: 20	: 30.8	: .05	: 3.5	: .05	: 15	:
: C	: 13 :	35	: 32	: 11	: 12.3	: 2	:	: 8.7	:

Table XXXIV b con.

		Written exercises					Nwsp	Art	Other
Grade:	Rpls:	Letters:	Stories:	Essays:	Verse:	art.	oral:	Other	
:	60	20.1	31.3	15.3	3.5		1.3	24.5	
:VIII:	11	31.2	30.3	10.4		6.7		21.4	
:	14	32	34	16	1.5	9.2	1	6.3	

* One reply only.

In these tables as in others of their type the curves have no uniformity in any direction, and reveal no general principle upon which they seem to be based. Neither do the curves of large cities and small cities correspond. These facts indicate that there is a wide divergence in practice among teachers.

The variety of miscellaneous exercises for oral composition is made up of memory work, language games; and drills, sentence building, dramatization, conversation, entertainments, class discussions, original stories, society work, and exercises based on other subjects as history, geography, hygiene, and nature study, or on picture study, current events, or biography.

Written exercises also are based upon other subjects, and include other kinds which are used for oral ^{Exercises, such} as dramatization, picture study, and sentence building. In addition there are dictation exercises, diaries, copy work, outlines, and the writing of telegrams and checks. Study of the structure of composition is undertaken through exercises in paragraph writing, (grade VII of larger cities), description and exposition in all grades, and argumentation (grade VIII of larger cities).

The child's imagination is a fruitful source of material for both oral and written exercises.

Question 31 f; To what types of public are written and oral exercises addressed, and in what relative proportion, such for instance as individuals, the class, local community, general public, or other specific bodies?

Table XXXV

						Local Gen'l			
Grade:	Rpls:	Indiv.:	Class:	com.:	public:	other:			
: A	13:	7	: 90	: 1.1	: .9	: 1.	:	:	:
: I	: B	6:	: 100	:	:	:	:	:	:
: II	:	15:	17	: 80	: 2	:	: 1	:	:
: III	:	6:	33.3:	66.6:	:	:	:	:	:
: IV	:	35:	24	: 52.5:	5	:	: 18.5	:	:
: V	:	8:	40	: 59	: 1	:	:	:	:
: VI	:	50:	44	: 46	: 7	: 1	: 2	:	:
: VII	:	10:	28	: 64	: 3.5	: 5	:	:	:
: VIII	:	41:	25	: 65	: 3	: 2	: 5	:	:
: IX	:	11:	28.2:	62.8:	3	:	: 7	:	:
: X	:	47:	49.5:	43.3:	3.2	: 2	: 20	:	:
: XI	:	11:	20	: 75	: 1.6	: 3	: .4	:	:
: XII	:	0:	:	:	:	:	:	:	:
: XIII	:	11:	34.3:	62	:	: 2.1	: 1.6	:	:
: XIV	:	13:	28.6:	53	: 2	: 1.4	: 15	:	:
: XV	:	41:	19.9:	55.3:	15	: 4.7	: 5.1	:	:
: XVI	:	11:	24.8:	56.4:	7.4	: 10.4	: 1	:	:
: XVII	:	14:	16.4:	70	: 2.8	: .3	: 10.5	:	:

Apparently in all schools the class or an individual is the type of public most often addressed. The local and general public figure very little except in grade VIII. Other types of public which are specified are, parents or home, school society, chapel. club, or paper, Santa Claus (one reply for grade II of smaller cities), business letters to publishing houses, or to railroad offices, W.C.T.U., the Humane Society, Grand Order of American Mechanics, Improvement Association, and Board of Education.

Question 31 g; What is the average length of written exercise in words; of oral exercises in words and minutes? What is the number a week for one pupil of written exercises, of oral exercise

Table XXXVI

Grade:	Rels:	Length				Ave. Num.:	
		Writ.:	Oral				
		words:	Words:	Min.		W.	O.
: A	9	: 20	: 60	: 4	: 2.7	: 4.4	:
: I	B	6	: 21	: 45	: 2.8	: 2	: 6
: :		26	: 30	: 55	: 8.7	: 4.8	: 4.8
: II		6	: 37	: 63	: 5.5	: 2	: 4
: :		47	: 79.8	: 106.9	: 5.2	: 2.8	: 3.7
: III		10	: 74	: 91	: 6	: 3.7	: 4.6
: :		63	: 108.2	: 130.5	: 9.2	: 3.2	: 4.1
: IV		10	: 95	: 101	: 6	: 2.7	: 2.5
: :		52	: 118	: 155	: 5.75	: 3.4	: 3.56
: V		11	: 113	: 110	: 8.	: 2.5	: 2.8
: :		73	: 139	: 122	: 8	: 2.1	: 2.7
: VI		9	: 103	: 132	: 3.1	: 2	: 3
: :		46	: 173.5	: 142.4	: 5.	: 2.3	: 2.37
: VII		8	: 133	: 181	: 8	: :	: 3
: :	C	13	: 163.5	: 289	: 3.2	: 2	: 2.2
: :		36	: 165.5	: 236.1	: 6.3	: 2.0	: 3.06
: VIII			: 188	: 131	: :	: :	: 2
: :		14	: 180	: 112	: 3.1	: 3	: 6

No relation appears between the length in words of oral and written exercises. Each shows a tendency (not uniform) to increase as the pupil matures. The time length of oral exercises varies from grade to grade in an erratic manner; nor is there any correspondence between averages for large or small cities. Some of the recitations seem over-long, as 8.7 minutes for a second grade pupil, or 9.2 minutes for a fourth grader.

For all grades the average number of oral recitations per week exceeds the number of written recitations, the proportion being roughly 3 : 2.

Question 31 h; How are oral exercises criticized or corrected?

(Table omitted)

The replies to this question are generally complete. Except in grade I of smaller cities exercises are most often corrected by teachers and pupils, after grade III practically always so. They are nearly always criticised in class at the time the mistake is made. Two reports from grade III of smaller cities and one from grade VII, say the criticism is given in conference after class. The most popular method is the substitution and repetition of correct forms. Language games are frequent in the early grades; drills persist through the intermediate grades; and in the advanced grades we note suggestions of "self-criticism", "a record of mistakes kept by class and corrected by class leader and teacher", and "correction through organization, not fault-finding". It is considered important that the teacher use correct forms at all times.

Question 31 i; Are any written exercises corrected out of class? If so, what proportion in conference with pupil and what privately by the teacher?

Table XXXVII

Grade:	Corrected out of class				Pro-portion:		In	
	Rple:Yes	: NO	: Rpls:	Rpls:	Conf:	Private:		
: A	18: 33.3:	66.6:	: 68	:	: 70	: 30	:	:
: I	:B 9: 22.2:	77.7:	: 40	:	: 40	: 60	:	:
: :	41: 58.5:	41.5:	17: 75	:	: 44.	: 56	:	:
: II	: 7: 29	: 71	:	:	:	:	:	:
: :	57: 86	: 14	:	: 25	: 33.2:	66.8	:	:
: III:	8 : 50	: 50	: 6 : 37	:	: 80	: 20	:	:
: :	73: 90.4:	9.6:	: 71	: 21	: 44.2:	55.7	:	:
: IV	: 10: 90	: 10	: 41	:	: 44.	: 35	:	:

Table XXXVII con.

Corrected out of class				Pro-	In			
Grade:	Rpls:	Yes :	No :	Rpls:	portion:	Rpls :	Conf :	Private:
:	66 :	95.4 :	4.6 :	35 :	61.1 :	41 :	40 :	60 :
: V :	10 :	90 :	10 :	:	:	:	:	:
:	79 :	97.5 :	2.5 :	64 :	50.1 :	50 :	42.4 :	57.6 :
: VI :	10 :	90 :	10 :	:	57 :	:	19 :	35 .5 :
:	67 :	100 :	:	22 :	70.2 :	30 :	29.3 :	70.7 :
: VII :	8 :	100 :	:	:	42 :	:	66 :	33 :
:	:C 8 :	100 :	L :	:	71.8 :	:	35.6 :	64.4 :
:	53 :	100 :	:	50 :	70.1 :	38 :	38.2 :	61.8 :
: VIII :	:	100 :	:	:	53 :	:	44 :	56 :
:	14 :	100 :	:	:	73 :	:	32.5 :	67.5 :

After grade I of smaller cities and grade II of larger cities, the number of teachers reporting no work corrected out of class is very small, averaging about ten per cent. In cities below 50,000 more than two-thirds of the exercises are corrected out of class and more than half of these are done privately by the teacher. Schools in larger cities show a disposition to do more of the work in class, as is shown both in the slightly larger percentage of "no" answers and the smaller proportion of work done out of class, about 48%. A little less than half of these corrections are made in conference with the pupil. The method of making corrections in departmental schools is very much like that in use in cities below 50,000.

Question 31 j: What for one average section of pupils, is the average total number of words of written exercises corrected weekly in conference, and what number privately by teacher? What is the average total of hours required weekly for such conference, and for such private correcting?

Table XXXVIII

		:Words weekly :		Hours weekly:	
Grade:	Rpls:	Pupils:	Conf:Private:	Conf:Private:	
: A	0:	:	:	:	:
: I	:B *	3: 44	: 1856,6	: 2.25	:
:	5:	20	:1920 : 3180	: 1.5: 1.43	:
: II	7:	43	:1655 :	: 1.1:	:
:	10:	26.8	:1029 : 3451.9:	: 1.5: 2.1	:
: III	7:	:	:6664.5 2292.4:	: 3 : 1.1	:
:	9:	27.7	:1610 : 1910	: 2.1: 2	:
: IV	9:	:	:6741 : 2660	: 1.5: 1.35	:
:	18:	26.2	: 741.5 2455.5:	: 1.5: 2	:
: V	9:	:	:3621 : 4763	: 1.3: 1.5	:
:	17:	26.3	:2590.8 3250.7:	: 1.6: 2.11	:
: VI	10:	:	:2006 : 2264	: 1.3: 1.33	:
:	16:	30.2	:1146.7 2463.4:	: 2.1: 2.34	:
: VII	8:	:	:4180 : 2650	: 1.5: 2.33	:
:	:C	3:	:1113.1 7000	: 2.4: 3.1	:
:	24:	23.9	:9014 : 2293.3:	: 1.6: 2.02	:
: VIII	9:	:	:3083 : 1202	: 1.2: 2.	:
:	:	26	:12000:14300	: 2.2: 4.1	:

*Replies do not distinguish between correction in conference and privately.

' One report only.

The replies to this question are few and incomplete and conclusions drawn from them are of little value. It would appear that there might be certain correspondences and relationships between the number of pupils, number of words, and the number of hours, but none is shown in these figures. A rough graph of each column shows that no generalizations are safe except the obvious average of size of sections, 25.5 pupils, and of the time spent weekly in correction, between one and one-half and two hours.

Question 31 k; What estimated percentage of class time is spent in reciting on the text-book, in the presentation and discussion of exercises, and in other ways (specified)?

Table XXXIX

		:Text	:Exer-	
Grade:	Rpls:	book	cises:	Misc.:
: A	8	: 19	: 50	: 31
: I	:B 2	:	: 14	:
:	13	: 30	: 65	: 5
: II	: 3	:	: 36.8	: 20
:	30	: 24	: 52	: 14
: III	: 9	: 8.4	: 80	: 11.6
:	46	: 43	: 47	: 10
: IV	: 10	: 8	: 59	: 33
:	59	: 41	: 49	: 10
: V	: 7	: 10	: 58	: 32
:	63	: 46	: 38.1	: 15.9
: VI	: 10	: 23.7	: 54	: 22.3
:	45	: 40.8	: 45.8	: 13.4
: VII	: 8	: 5.6	: 58.4	: 41.6
:	:C 8	: 43	: 44	: 13
:	38	: 37.1	: 52.3	: 20.6
: VIII	: 11	: 9	: 63.3	: 37.7
:	14	: 34.5	: 45.9	: 19.6

In no grade is so much as half of the class time spent in reciting from the text-book. Its largest use is in grade IV 46% for smaller cities, and 23.7% for larger cities. The average for all grades is 35% for smaller cities, and for larger cities, excluding grades I and II which report no text used, the average is 10.8%.

Apparently composition is generally taught through the presentation and discussion of exercises, although other methods are used freely on the higher grades. These methods consist of drills, reviews, blackboard work, dictionary study, conversation stories, original or reproduced, outlines, and picture and nature study.

Question 31 l: Are pupils held responsible in any specific or systematic way in other than English classes for the use of good English? If so, does the responsibility include written work, oral work, or both? If so, upon what special points or ends is the emphasis placed in written work, oral work, or both?

Question 31 m: Is so, is the arrangement ^{required} or voluntary on the part of other than English teachers? Does the pupils use of English in other classes partly determine his standing in English? If so, what is the method of determining the standing?

Table XL

		Good English in other Classes						Standing affected		
Grade:	Rpls:	Yes	*W.:	*O	*Both:	Requir:	*Vol.:	*Yes	*No	:
:	A	29:100	24.1	57.7	44.8	6.9	6.9	6.9	6.9	:
I	B	8:100	:	:	100	2.5	12.5	:	:	:
:		33: 94	80.6	90.3	80.6	29	16.1	26	13	:
II		7:100	85.7	100	:	14.6	14.6	29.2	14.6	:
:		62:100	17.7	27.4	82.2	17.7	27.4	43.5	14.5	:
III		8:100	90	90	100	:	25	50	:	:
:		44:100	38.7	38.7	100	45.4	31.8	72.7	38.7	:
IV		10:100	:	:	80	:	20	40	20	:
:		24: 96	100	100	:	26	39.1	73.8	30.4	:
V		7:100	:	:	100	14.2	42.6	57.1	57.1	:
:		68: 92.6	68.7	65.6	68.7	36	40.6	57.8	22	:
VI		10:100	66	:	100	:	30	30	:	:
:		56:100	:	:	100	35.7	39	32.1	39.9	:
VII		8:100	:	:	100	12.5	62.5	50	37.5	:
:	C	13:100	:	61.5	61.5	54.6	23	38.4	61.6	:
:		53: 96.4	:	:	55	27.5	60.8	62.7	45.1	:
VIII		9:100	:	:	100	33.3	33.3	77.7	22.2	:
:		14:100	100	100	100	35.7	57	28.5	71.5	:

Of the relatively large number of replies to this question 31 l nearly all say pupils are held responsible in a systematic and specific way for good English, both oral and written, in other than English classes.

Certain points are emphasized in either oral or written or both and are mentioned in one case or another in each grade. These are correct usage, variously styled as usage, correct expression, good English, or correct forms (sometimes specified as verbs, pronouns, plurals, etc.); sentence structure; diction or choice of words; accuracy, directness, unity, variety, and clearness. In written work the characteristic points noted are form or arrangement, spelling, capitals, punctuation, neatness, penmanship, and in one report (grade IV) paragraphing. Peculiar to oral work are references to pronunciation, enunciation, articulation, and fluency or "smooth speaking".

The replies to question 31. m show that with three exceptions, in grades III and V of smaller cities and grade VII, departmental, this attention to English is more often voluntary than required of the teacher. There are generally more affirmative than negative answers to the question "Is the pupil's standing in English affected?" although the negative replies are not negligible and in three cases, grade VII of smaller cities and grades VII and VIII departmental, they outnumber the affirmatives. The pupil's standing is most often determined by the teacher's judgment, or by no special method. One report from grade IV of smaller cities says, "one-third off for poor English"; one from grade VIII of smaller cities says, "English counts for one-fourth of the mark"; in grade VII, departmental, one report implies that the pupil's English grade is affected by his work as reported to the English teacher by other teachers. The replies to this question are not complete.

Question 31 n; In general, are results in composition work satisfactory? If not, in what respects? Why? What would be a remedy?

Table XLI

Grade:	Rpls:	Yes	No	Fairly:
: A	13	: 76.9	: 23.1	:
: I	: H 10	: 80	: 20	:
: II	: 35	: 80	: 14.2	: 5.71
: III	: 8	: 62.5	: 25	: 12.5
: IV	: 51	: 56.8	: 35.3	: 7.9
: V	: 7	: 57.1	: 42.9	:
: VI	: 27	: 77.7	: 22.2	:
: VII	: 9	: 66.6	: 33.3	:
: VIII	: 30	: 50	: 50	:
: IX	: 11	: 54.5	: 45.4	:
: X	: 74	: 39.2	: 39.2	: 21.6
: XI	: 11	: 72.7	: 27.2	:
: XII	: 72	: 43	: 47.2	: 9.8
: XIII	: 9	: 33.3	: 66.6	:
: XIV	: C 12	: 50	: 25	: 25
: XV	: 61	: 49.2	: 42.6	: 8.2
: XVI	: 9	: 66.6	: 33.3	:
: XVII	: 14	: 42.7	: 21.5	: 35.7

The replies ~~to~~ to this question are so divided that it seems fair to assume that in general results in composition work are satisfactory in the primary grades, and that the dissatisfaction increases through the grades, though not uniformly. (Note, for example, the reversed proportions in grades VII and VIII of larger cities.)

According to the replies to the second part of this question, composition fails most often in fixing habits of correct speech and in developing the ability for self-expression. Pupils show a lack of imagination, of information, and of memory. They do not learn to apply what they have been taught and are careless, inaccurate, and inattentive. They fail to

master sentence structure, spelling, punctuation, and capitals, and to acquire a vocabulary.

The reasons for these failures include the now familiar references to poor home surroundings, to faults in the curriculum, and to over-crowded conditions. Classes are too large to permit individual supervision or drill; and there is not enough time for adequate drill. The curriculum attempts too much, or the work is too formal and too little related to the interests and needs of the child. The pupil lacks pride in his work, and does not remember or apply what he is taught.

To correct these faults the curriculum should attempt fewer things, and should have a definite and progressive outline through the grades. The material for composition should be taken from the child's own interests and these interests should be broadened by more outside reading. There should be a systematic effort to instil in pupils and community a pride of expression in good English. Most often heard here, as elsewhere, are requests for more time, more drill, more supervision, more teachers, or fewer pupils.

Question group 32; Grammar or language, how taught?

Question 32 a; What percentage of exercises is taken from the textbook, from reading lessons, from composition work?

Table XLII

Grade:	Rpls:	Text:	Read.:	Comp:
: A	10	4	86	10
: I	B 0	:	:	:
:	34	11	53	36
: II	5	0	41.5	58.5
:	42	27	34	39
: III	8	2	24	74
:	48	55	20	25
: IV	11	16.6	15.5	67.9
:	33	54	17	29
: V	11	24.6	17.8	56.6
:	65	54.5	16.5	30
: VI	10	36.7	19.8	43.5
:	51	77.5	15.5	8
: VII	10	62.2	8.5	24.3
:	C 9	77.6	5.5	16.9
:	61	65.5	9.5	26
: VIII	11	61	15	24
:	11	68.5	10.5	21

The replies concerning the teaching of grammar or language in the primary grades are generally so few as to be of little value in drawing any conclusion other than that very little grammar is taught in those grades.

The averages from each grade show an increasing use of the textbook through the grades. In smaller cities greater dependence is placed upon reading lessons in the lower grades with their use steadily diminishing as the text grows in importance. Composition is not favored for grammar in smaller cities, its largest use being 39% in grade III. In larger cities composition is more generally used than reading, its maximum use being 74% in grade III as opposed to the maximum

Text	I	II	III	IV	V	VI	VII	VIII	Tot.
Robinson-Ford-Rowe			2	2	3	5	3	7	22
Scott-Southworth			10	15	7	15	6	17	75
Steps in English		2	7	5		3	1	1	19
Smith						1			1
Swinton's Reader	1								1
Webster-Cooley	1*		1	2	5	5	1	3	18
Winterburne		1	1	2					4
Woody-Carpenter								1	1

* Used by teacher.

Question 32 c; Is grammar taught as an independent subject, or in connection with composition, or with reading, or with both?

Table XLIV

Grade:	I	II	III	IV	V	VI	VII	VIII	Tot.
:A	11	18.1							81.8
:B	2								100
:C	7	28.5							71.5
:D	1								100
:E	35	8.6	20	14.3	57.1				
:F	15		26.6	20	53.3				
:G	67	14.9	34.3	6	44.7				
:H	18		27.7	27.7	44.5				
:I	95	25	28.2	8.7	38				
:J	19	5.2	42	16	36.8				
:K	75	24	36	5.3	34.6				
:L	23	30.4	34.7	21.8	13				
:M	85	34.1	36.4	10.5	19				
:N	18	50	27.7	22.3					
:O	5	20	40		40				
:P	80	37.5	30	3.7	28.7				
:Q	11	54.5			45.4				
:R	17	35.3	47	5.9	11.7				

Because in a few cases the number of "both" answers contains duplicates of answers in preceding columns, these percentages probably vary slightly from actual conditions.

The very small number of replies from grades I and II indicates that very little grammar is taught in those grades.

In the intermediate grades most grammar teaching is in connection with composition and reading, with the preference for composition. In grades VII and VIII grammar is generally taught independently or in connection with composition.

Question 32 d; Are definitions and illustrations memorized from the textbook or developed from reading exercises, or from composition exercises, or from both, or in some other way (specified)?

Table XLV

Grade:	Epls:	Memorized		Rpls:	Developed			
		Yes	No		Read:	Comp:	Both:	Other:
I	A	5 : 40	: 20	: 3	:100	:	:	:
	B	0 :	:	: 0	:	:	:	:
II		6 : 16.6	: 83.3	: 13	:	: 30.7	: 69.2	:
		2 :	:100	: 1	:	:100	:	:
III		15 : 26.6	: 73.3	: 25	: 15.3	: 19.2	: 65.4	:
		7 :100	:	: 7	: 14.3	: 14.3	: 71.4	:
IV		41 : 41.4	: 58.5	: 73	: 31.5	: 24.6	: 43.8	:
		11 :	:100	: 12	: 41.5	: 50	: 8.5	:
V		45 : *46.6	: 53.3	: 62	: 22.5	: 20.9	: 56.4	:
		8 :	:100	: 20	: 20	: 30	: 45	: 5
VI		46 : *74	: 26	: 78	: 25.6	: 25.6	: 51.2	: 11.5
		14 :	:100	: 14	: 28.5	: 42.9	: 28.5	:
VII		42 : *64.3	: 35.6	: 58	: 31	: 25.8	: 34.4	: 8.6
		10 : 20	: 80	: 9	: 22.2	: 44.4	: 33.3	:
	C	12 : 66.6	: 33.3	: 12	: 41.6	: 41.6	: 16.7	:
VIII		53 : 64.1	: 35.8	: 42	: 19	: 9.5	: 57	: 14.4
		11 :100*	:	: 10	: 20	: 30	: 50	:
		8 : 75	: 25	: 11	: 72.7	: 9	: 18.1	:

* Some "yes" answers say "partly".

In smaller cities in the primary and early intermediate grades no great emphasis is placed on memorizing definitions, but in the later grades the practice seems generally in use. Of those schools which prefer to develop definitions through reading and composition, the majority say "both" and the remainder are about equally divided between the two with reading slightly the more popular. Among the few other methods

specified, the use of original sentences is the most popular. In some cases examples and exercises are provided by the teacher.

In larger cities, with three exceptions, the replies are unanimous against memorizing definitions. There is no uniformity however in their manner of developing them.

Question 32 e; Is the sentence taught before or after parts of speech?

Question 32 f; Is the sentence first taught through memorizing a definition, or through actual use in speech and writing, or in some other way (specified)?

Table XLVI

Grade:	Sentence & : Developed through		: Rpls:parts of speech:defini-		: Before:After:Rpls:tion		: Use :Other:	
	: A 10 : 100		: 3 :		: 66.6: 33.3:		: 100 :	
I	: B 2 : 100		: 3 :		: 100 :		: 100 :	
II	: 12 : 100		: 7 :		: 100 :		: 100 :	
III	: 5 : 80		: 30 :		: 1 :		: 100 :	
IV	: 17 : 100		: 16 :		: 100 :		: 100 :	
V	: 8 : 100		: 8 :		: 100 :		: 100 :	
VI	: 58 : 100		: 31 :		: 6.5: 93.5:		: 100 :	
VII	: 10 : 100		: 11 :		: 100 :		: 100 :	
VIII	: *57 : 100		: 54 :		: 3.7: 96.3:		: 100 :	
IX	: 11 : 81.8		: 18.1 :		: 10 :		: 100 :	
X	: 67 : 95.5		: 4.5 :		: 70 :		: 90 : 10 :	
XI	: 10 : 100		: 11 :		: 100 :		: 100 :	
XII	: 66 : 90.9		: 9.1 :		: 45 :		: 2.1: 91.3: 6.5:	
XIII	: 8 : 100		: 0 :		: 100 :		: 100 :	
XIV	: C 13 : 100		: 13 :		: 100 :		: 100 :	
XV	: 59 : 90		: 10 :		: 60 :		: 5 : 88.3: 6.6:	
XVI	: 7 : 100		: 7 :		: 100 :		: 100 :	
XVII	: 17 : 100		: 1 :		: 100 :		: 100 :	

* Three answers say parts of speech are not taught in this grade.

In schools of every type it seems to be the almost universal practice to teach the sentence before the parts of speech.

Equally general is the practice of teaching the sentence

through actual use. In two instances the "idea" of the sentence is taught; in another it is taught by developing the attributes of objects and giving expression to these ideas in words. Sentences are sometimes selected from other books, as the reading lesson. The inductive method is mentioned three times, and one school in grade IV of smaller cities presents it "synthetically and analytically".

Question 32 g; Are the parts of speech first taught through definition, or through practical use in speech and writing, or in some other way (specified)?

Table XLVII

Grade:	Rpls:	Defin:	Use	Other:
I	A 10	:	:100	:
I	B 0	:	:	:
II	3	:	:100	:
II	0	:	:	:
III	11	:	:100	:
III	5	:	:100	:
IV	34	5.9	85.3	7.7
IV	7	:	:100	:
V	54	3.5	92.8	3.6
V	10	:	:100	:
VI	64	12.5	79.7	7.7
VI	9	:	:100	:
VII	61	13.1	77	9.8
VII	8	:	:100	:
VIII	C 10	20	80	:
VIII	62	3.3	96.7	:
VIII	10	10	:	90
	12	:	:100	:

The almost universal practice is to teach the parts of speech through practical use. In a few ~~other~~ instances other methods are noted, as through their relation to other words, through examination of good sentences and models, explanation by the teacher, blackboard drill, and careful observation.

Question 32 h; Is any specific and systematic effort made to secure the practical application of the principles of grammar in the pupil's speech and writing at all times? If so, what means are employed to that end with regard to the pupil's language in English classes, in other classes, and out of school?

Table XLVIII

Grade:	Rpls:	Yes	No
A	12	100	
I	B 2	100	
	6	100	
II	2	50	50
	14	85.7	14.3
III	7	71.4	28.6
	43	84.1	15.9
IV	9	100	
	63	95.2	4.8
V	10	100	
	35	91.4	8.6
VI	7	100	
	59	86.4	13.6
VII	8	100	
	C 13	100	
	59	91.5	8.5
VIII	10	100	
	14	100	

There are very few replies from the lower grades. In the advanced grades it is apparent that teachers generally attempt to secure a practical application of the principles of grammar in English and other classes and out of school.

In English classes the principles of grammar are applied first of all by the teacher's example, then by the correction of errors at all times. Sometimes errors are corrected without explanation; usually however they are analyzed and explained and the correct form made material for drill. The ideal is to make

the use of correct English habitual. The sentence forms a useful medium for emphasizing correct grammatical forms.

In other classes the same method of systematic correction is used, although infrequently with explanations. The teacher's example is important and pupils are encouraged in self-criticism. One device is the pupil's record of errors heard in all classes. Correct usage and complete statements in all recitations are generally insisted upon.

Out of school, games are used to fix the principles of grammar. An attempt is made to instil a pride in correct speech and to make correct usage habitual. Pupils are encouraged to keep a record of errors heard and present them later as material for class-room discussion and drill. Some schools make an effort to enlist home aid through good outside reading or family pride.

Some replies mention "articulation", "pronunniation", "enunciation", "good tones in conversation", "clearness", or "accuracy"; all of which seem to belong to composition rather than to grammar.

Question 32 1: In general are the results of grammar teaching satisfactory? If not, in what respects? Why? What would be a remedy?

Table XXIX

Grade:	Rpls:	Yes	No	Fairly:
	A	Not taught		
I	B	0		
		0		
II		2	50	50
		5	60	40
III		7	71.4	28.5
		35	48.5	40
IV		9	66.6	33.3
		53	54.5	32
V		9	55.5	44.4
		62	46.7	43.5
VI		11	54.5	45.4
		50	46	34
VII		9	66.6	33.3
	C	12	33.3	50
		58	39.6	44.8
VIII		10	50	50
		15	26.6	53.3

No general agreement exists concerning the results in the teaching of grammar. About one-half (in most grades slightly less) of the schools in smaller cities find the results satisfactory. The proportion of "no" answers is usually a little less than that of the "yes" answers, but the negative vote is increased by a fairly large percentage of schools which say they are only partly satisfied with the results of grammar teaching. Larger cities show a greater proportion of satisfaction than do smaller cities. Departmental schools express the greatest dissatisfaction.

Pupils continue to make grammatical errors, and to use faulty sentence structure; they do not understand the principles of grammar and are unable to make practical application of what they learn. They do not see the connection between grammar and everyday speech. The use of slang and the language of

the street persists in spite of grammar.

Significant reasons given for the failure in grammar teaching are such statements as these; "remote from the child's interests", (grade IV), "too much technical grammar required" (grade VI), "work too difficult" (grade VII), "too formal", "too much abstract material", "too much technical work" (grade VIII). Related to these replies are statements in each grade that the pupil is too young, cannot grasp the subject, or see the need of it. Outside influences and home environment operate against success in teaching grammar as do lack of time and lack of drill.

Most frequent among the remedies proposed are references to the method of teaching, such as these: "make it as attractive as possible", "use popular lectures", "eliminate the text and let teacher choose a plan that fits the needs of the class". There is a wide-spread desire for more simple and practical grammar. "Simplify the course; eliminate much," says one reply in grade VII; "Eliminate all except that which suits the need of the child," say three in grade VIII. One report from grade VIII of larger cities would "postpone technical grammar till high school. There should be better correlation in grammar teaching through the several grades, and between grammar and other subjects, according to replies from grades VII and VIII. Better texts and better teachers of grammar would help. Occasional replies would try to better home environment, and some (though fewer here than in preceding similar cases) ask for better working conditions such as fewer pupils or more time.

Question group 33, How is spelling taught?

Question 33 a; What estimated percentage of exercises is taken from a textbook, from composition exercises, from reading exercises, from other than English subjects?

Table I

Grade:	Rpls:	Text:	Read:	Comp:	Other:
: A	40:	9	: 80	: 1	: 10
: I	: B	: 16.5:	43	: 39.5:	1
: II	: 9:	19.2:	52.	: 24.5:	4.3:
: III	: 32:	30	: 30	: 20.8:	19.2:
: IV	: 77:	60	: 18	: 14	: 8
: V	: L	51	: 12	: 20	: 17
: VI	: 55:	62	: 18	: 14	: 6
: VII	: 53.4:	8.2:	15	: 23.4:	
: VIII	: 73:	70	: 13.5:	11.5:	6
: IX	: 53:	8.5:	15	: 23.5:	
: X	: 67:	67.3:	9	: 10.2:	13.5:
: XI	: 59:	13.4:	12	: 15.6:	
: XII	: C	62	: 10	: 10	: 18
: XIII	: 65:	60/1:	11.4:	7	: 21.5:
: XIV	: 66:	11.3:	10.4:	12.3:	
: XV	: 60	: 10	: 13.3:	16.7:	

In grade IV, and after, in both large and small cities the textbook is the chief source of spelling exercises (more than sixty per cent in small cities and more than half in large cities). Reading is more popular in primary grades, but in later grades shares about equally with composition as a source of spelling material. A fairly large proportion of other material is indicated but what it is is not specified. In the few instances which specify, history, geography, and nature study are named in grades III, IV, V, and VI. "Special lists" are mentioned, and one school uses in grades VI and VII, words from Latin and the Bible.

Question 33 b; If a text book is used what is it?

Table LI

Text	I	II	III	IV	V	VI	VII	VIII	Tot.
Acton			3						3
Aiton				3	3	3	1	1	8
Aldine	1	1							2
Alexander	1	15	5	12	16	17	12	19	97
American Word Book			1	1	1	1	1		5
Bailey	1								1
Bailey-Manley		1		3	4	3	3		14
Baldwin								1	1
Butcher					1	1	2	1	5
Champion		1	10	11	15	11	15	11	77
Chancellor	1		1		1				3
Childs							1		1
Common Sense				1	1				2
Day by Day			1						1
Descriptive					1				1
Ellis								1	1
Emerson-Bemder								1	1
Gilbert								1	1
Gove				2					2
Graded			1						1
Graded City Speller					1				1
Graves					1	1	1		3
Harrington							1		1
Hazen's grade speller				1					1
Hicks		2	2			2	9	2	17
Hunt		1					5	3	9
Hunt's Word Book				7					7
Hoenschel								1	1
Jones and Childs			1	1	2	1			5
Kimball								1	1
Merrill				8	1	2	1	2	14
Mayne's Sight Speller					1	1	1	1	4
Modern Business							1	1	2
Natural Speller					1	2	2		5
New Century		1		1	2	2	1		7
New Era	1								1
New World					1	1	1		3
North Dakota					1	1			2
Osborne-King								1	1
Patterson					1				1
Payne							1		1
Pierce								5	5
Penniman								1	1
Pedree								1	1
Primary Word Lessons		1							1

Text	I	II	III	IV	V	VI	VII	VIII	Tot.
Progressive			2		6	8			16
Quincey Word List			1	1	1	1	1		5
Rathburn					1	1	1		3
Rational		1	1		2	3	2		9
Reed		5	3	3	3	5	2		21
Reed-Kellogg								1	1
Rice					1		2		3
Richards					1		1	1	3
Robins-Row								8	8
Scott-Southworth								1	1
Spalding-Miller		1		1					2
Speller No. 2					1				1
Swift								1	1
Webster-Cooley								1	1
World Speller			1	1					2
Wood-ly-Carpenter								1	1

Question 33 c; How many new words are taught in a single spelling lesson (average number)? What average number of new words is taught in a week? Are words taught which are not in practical use by pupils in their own vocabulary? If so, why?

Table LII

		New Words		Not practical	
Grade:	Rpls:	Lesson:	Week:	Rpls:	Yes : No :
I	A 45:	2.5:	17 :	51 :	31.4: 68.5:
	B :	3 :	9 :		all :
II	70:	6.6:	24 :	71 :	36.6:*63.3:
	11:	4 :	20 :	11 :	100 :
III	51:	6.5:	30.7:	32 :	21.8: 78.1:
	11:	4 :	18 :	9 :	66.6: 33.3:
IV	85:	7.5:	33.8:	71 :	53.3:*46.7:
	:	6.5:	28.7:	10 :	40 : 60 :
V	68:	9.6:	36.4:	63 :	49.2:*50.8:
	:	8 :	35 :	8 :	62.5: 37.5:
VI	80:	8.9:	36.8:	56 :	62.5:*37.5:
	11:	8 :	32 :	10 :	50 : 50 :
VII	36:	6.75:	40.14:	32 :	68.7:*31.3:
	10:	9 :	34 :	10 :	60 : 40 :
VIII	C :	9.4 :	33.1:	12 :	58.3:*42.7:
	:	63:	11.22:	44.25:	51 : 70.6:*29.4:
	11 :	:	31 :	12 :	50 : 50 :
	16:	10 :	39 :	16 :	62.5: 37.5:

* The negative answers are in some cases qualified as "few" "seldom", or "sometimes".

The replies to this question are numerous and averages made from them should be authentic. The table explains itself.

After grade II in larger cities and grade III in smaller cities, a distinctly large proportion of teachers report words taught which are not in practical use in the pupil's own vocabulary. This proportion would be increased if certain qualified answers were not counted as negative. Two reasons are given for this practice: the first, that pupils may learn to use new words (increase their working vocabulary) and gain in power of expression; the other, that the words are found in the readers, spelling text, or course of study.

Question 33 d; Is simplified spelling taught, or sanctioned? If so, including how many words, chosen according to what principle, or designated by what body or authority?

Table LIII

Grade:	Taught		Sanctioned		Num. of *	
	Rpls:	Yes : No	Rpls:	Yes : No	Rpls:	words:
: A	50:	4 : 96	: 22	: 19.1 : 81.9	:	:
: I	: B 11:	: 100	: 8	: 12.5 : 87.5	: 1	: 300
:	: 58:	: 100	: 41	: 17 : 83	:	:
: II	: 9:	: 100	: 5	: 100	: 1	: 300
:	: 67:	4.5 : 95.5	: 39	: 15.3 : 84.7	: 3	: 10
: III	: 9:	: 100	: 7	: 50 : 50	:	:
:	: 76:	2.7 : 97.3	: 41	: 17 : 83	: 5	: 210
: IV	: 8:	: 100	: 1	: 100	:	:
:	: 69:	5.8 : 94.2	: 31	: 22.4 : 77.6	: 1	: few
: V	:	: 100	: 7	: 14.3 : 85.7	: 1	: 12
:	: 61:	1.7 : 98.3	: 40	: 25 : 75	: 2	: all
: VI	: 10:	: 100	: 6	: 50 : 50	: 2	: 30
:	: 62:	9.1 : 91.9	: 44	: 22.7 : 77.3	: 3	: 200
: VII	: 8:	: 100	: 8	: 12.5 : 87.5	: 1	: 12
:	: C :	:	: 2	: 100	: 1	: few
:	: 63:	3.2 : 96.8	: 40	: 22.5 : 77.5	: 7	: 150
: VIII	: 11:	: 100	: 8	: 25 : 75	: 1	: 6-12
:	: 15:	6.7 : 93.3	: 12	: 50 : 50	: 4	: 75

It is evident that very few schools teach simplified spelling and that less than twenty per cent sanction it. So few schools answer the last part of the question and there is such a wide variance in the number of words taught or sanctioned that no fair average can be determined. Many replies say, "few", "very few", "all", "according to taste", etc. Only one reply, from grade II, answers the question concerning principle. It says, "common usage". The authority mentioned by the very few replies is either the course of study or some official or official body, as school board, superintendent, committee, or state board.

Question 33 e; Of the "300-word list" of the Simplified Spelling Board, how many teachers of this grade approve and how many disapprove? How many of them approve a later list of the board?

Table LIV

	300-word-list	Later list
Grade:	Approve:	disapprove: approve.
:	*1-4 teachers:	1-12 teachers: 1-3 teachers:
: I :	1-3 " :	1- all " :
:	:	1- 3 " :
:	8 'neither'	:
E :	1-3 teachers:	3- all : 4 :
: II :	:	1- 15 teachers 2-no teachers :
:	1-3 words :	8 : 1 :
: III:	1-50% teachers 3	:
:	4-all teach. 4- all teach.:	1-none :
:	4-2 words :	1-9 words :
:	1-3 " :	4-1 word :
: IV :	1-1 word :	1-7 " :
:	:	1-2 W :
::	1-1 teacher: 1-5 teachers :	1 :
:	1 :	4 : 2-3 teachers :
: V :	-15 teachers 1	1 :
:	1-2 words :	5-all :
:	1-4 " :	3- :
:	2-all " :	several say "not familiar" :
: VI :	1 "partly" :	3-all : 1- :
:	4 :	4 :
: VII :	1 :	1 : 1 :
:	:	12 :
:: VIII:	5 :	3 : 2 :

* Numbers at the left in each column represent the number of reports. No answers to this question are given by any departmental schools.

The table sets forth the answers as clearly as possible. It reveals only that the replies are very meagre and confused; and the only safe conclusion to draw is that teachers are either uninformed or indifferent concerning the project of simplified spelling.

Question 33 f; What percentage of spelling recitations are written, and what percentage oral? Is any special method employed other than dictation? If so, what is it?

Table LV

Grade:	Rpls:	Written:	Oral	:
:	A	:	45	:
I	B 11	:	55	:
:	60	:	59	:
II	10	:	56	:
:	79	:	58.3	:
III	:	:	67	:
:	81	:	70	:
IV	8	:	60	:
:	79	:	68	:
V	:	:	65.2	:
:	78	:	74.7	:
VI	11	:	61.6	:
:	66	:	72	:
VII	:	:	63	:
:	C	:	84	:
:	66	:	79.3	:
VIII	12	:	74	:
:	:	:	91	:

In only one instance (grade I, smaller cities) does the percentage of oral recitations exceed that of written. In the

other grades the proportion of written exercises increases slightly from more than half in grade II to nearly four-fifths in grade VIII. The increase in larger and smaller cities is nearly parallel. Departmental schools show an even greater proportion of ^{written} work.

In grades III, IV, VI, VII, and VIII, smaller cities and in grades IV, V, and VI, larger cities, and grade VIII, departmental are replies averaging about 33.3% which say no method other than dictation is used. All other schools report a great variety of methods. The sentence is a popular medium; sometimes original sentences are made; sometimes spelling words are used to fill in blanks. In grade VIII one reply says words are written from memory in composition form. "Sight" spelling is reported frequently, particularly in the lower grades. Another favored device is writing whole lists from memory rather than from dictation. Games, contests, spelling bees are often used, and the concert recitation is popular.

Word-building, analysis, and spelling by syllables are used and one school emphasizes drill in difficult combinations within a word.

Spelling rules are taught and an effort made to secure their application. The use of the dictionary helps fix the meanings and spelling of words. Phonics is taught in connection with spelling, and correct pronunciation is stressed as an aid to correct spelling.

One device suggested from grade I is to "outline the words with grains of corn".

Question 33 g; In general are results satisfactory?
If not, in what respects? Why? What would be a remedy?

Table LVI

Grade:	Rpls:	Yes :	No :	Partly:	:
: A	37	: 83.8:	10.8:	5.4:	:
: I	: B 10	: 60	: 30	: 10	:
:	: 58	: 100	:	:	:
: II	: 12	: 75	: 25	:	:
:	: 64	: 75	: 12.5:	12.5:	:
: III:	: 8	: 75	: 25	:	:
:	: 66	: 80.3:	19	: .6:	:
: IV	: 11	: 72.7:	27.2:	:	:
:	: 79	: 79.8:	9.7:	11.4:	:
: V	: 11	: 72.7:	:	27.3:	:
:	: 51	: 80.4:	19.6:	:	:
: VI	: 10	: 70	: 30	:	:
:	: 60	: 65	: 35	:	:
: VII:	: 10	: 80	: 20	:	:
:	: C 13	: 76.9:	23.1:	:	:
:	: 63	: 69.8:	19	: 11.2:	:
: VIII:	: 11	: 90.9:	9.1:	:	:
:	: 16	: 65.2:	25.1:	18.7:	:

Before the seventh grade more than three fourths, nearly four-fifths, of the replies express satisfaction with results in spelling. In grades VII and VIII of smaller cities, the proportion falls to two-thirds, and in grade VIII departmental to a little more than one-half. Spelling seems to be rather more satisfactory in results, and can be made to appear *still* more so if we give an affirmative interpretation to the answers which say it is "partly" satisfactory. Of course this can be made to count on the negative side if we choose.

Results are unsatisfactory chiefly in that pupils fail to remember and to use the words taught. This complaint appears in some form in each grade. They do not master the meaning and

pronunciation of words. Such words as "sure" and "which" cause trouble, and some reports say there are poor spellers in all classes. One report from grade II says that pupils do not take time to think.

As to the cause of dissatisfaction with results in spelling the pupil receives a large portion of the blame. In each grade except the first he is accused of carelessness; and other contributing causes are his lack of power to visualize, his poor memory, and his tendency to study only for the recitation or to work for marks.

There is considerable criticism of the methods of teaching, as "words are not used in composition", "too little phonics", "hold too closely to word list", "lack of association with other work". Many reply that too many words are taught at a time, and that too many words are impractical and are not a part of the child's vocabulary.

In each grade there is reference to lack of time and lack of drill.

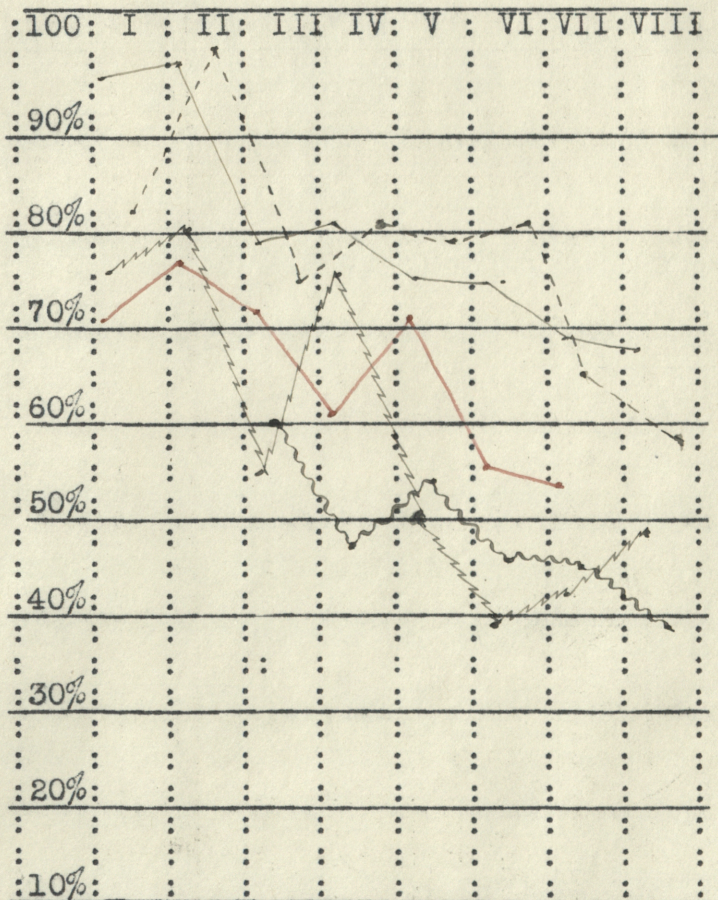
Most suggestions for a remedy have to do with the curriculum or the method of teaching. Teach fewer and more practical words and use the words taught, in sentences. Frequent reviews are advised, and much drill on practical words. The wider use of the dictionary would help. Some teachers would like greater freedom in selecting their spelling lists and less dependence on the text. Spelling in other subjects should be watched and one report thinks that the pupil's grade should be partly determined by it. More drill on phonics and a return to syllabic

spelling are specific remedies proposed, and home study is mentioned in grade III. One reply in grade II is that pupil should be taught to give more time to forming letters, and in the same grade one report offers simplified spelling as a remedy.

The desirability of more time and smaller classes is also frequently stated.

A Comparison of Results in the Several English Branches.

Graph II



This graph is made from figures from cities below 50,000.

The various subjects are represented thus:

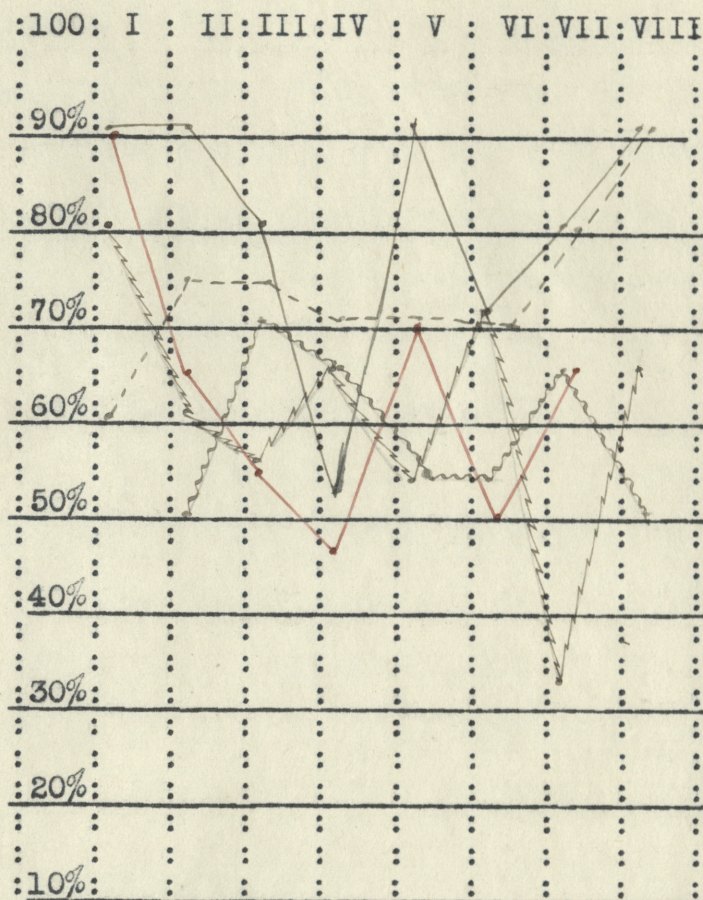
— reading
 ~~~~~ grammar

..... composition  
 - - - - - spelling

— all English



Graph III



This graph is made from the figures from cities above 50,000.

The graphs present a comparison of results in the teaching of the several branches and of "all English" (figures taken from Sheet II). It indicates that spelling and reading are most satisfactory and about equally so. In every grade they make a better showing than "all English". Composition varies but in both large and small cities it conforms approximately to the proportions of satisfactory results for "all English". Grammar in small cities, remains always below "all English" and below all other subjects, except composition in grades V,

VI, and VII. In large cities although the proportions are higher grammar yet remains the least satisfactory subject, and composition is apparently the next in order.

The reasons given for unsatisfactory results, as noted elsewhere, are similar for each subject, the differences being chiefly in emphasis. For reading, natural or acquired defects of the pupil and over-crowded conditions in the class-room are the causes of difficulty most frequently stated. For composition, over-crowded conditions and unfavorable home environment most often operate against successful teaching; and for grammar and spelling the greatest dissatisfaction is felt with the curriculum, which is over-loaded and impractical.

Question 34 a; Is material consciously suggested in reading, composition, and spelling with reference to the present needs of pupils; or is it restricted to the requirements of text or curriculum, of principal or superintendent, and if so, which?

Table LVIII

|        |          | Needs of pupils : Restricted: |         |          |        |        |       | How   |         | Prin.:q |         |      |
|--------|----------|-------------------------------|---------|----------|--------|--------|-------|-------|---------|---------|---------|------|
| Grade: | Rpls:    | Yes :                         | NO :    | Rpls:    | Yes :  | No :   | Rpls: | Text: | Curr:   | Supt :  | Both    |      |
| :      | A 27     | : 92.6:                       | 7.4:    | :        | :      | :      | 8     | : 50  | :       | : 50    | :       |      |
| :      | I B 10   | :100                          | :       | :        | :      | :      | 2     | :     | : 50    | : 50    | :       |      |
| :      | :        | :                             | :       | :        | :      | :      | 10    | :     | : 50    | : 50    | :       |      |
| :      | II 10    | :100                          | :       | :        | :      | :      | 2     | :     | :100    | :       | :       |      |
| :      | :        | 70                            | : 94.3: | 5.7:     | 28     | : 32.9 | 67.1: | 20    | : 45    | : 40    | : 15    | :    |
| :      | III: 10  | :100                          | :       | 2        | :      | :100   | 2     | :     | :       | :       | :       | :100 |
| :      | :        | 34                            | : 82.4: | 17.6:    | 45     | :100   | :     | 5     | : 60    | : 40    | :       | :    |
| :      | IV : 10  | :100                          | :       | :        | :      | :      | 1     | :     | :       | :       | :       | :100 |
| :      | :        | 50                            | : 86    | : 10*    | 30     | : 33.3 | 66.6: | 14    | : 36    | : 21.4: | 14.3:   | 28.  |
| :      | V : 11   | : 90.9:                       | 9.1:    | 6        | : 33.3 | 66.6:  | :     | :     | :       | :       | :       | :    |
| :      | :        | 61                            | : 88.5: | 11.5:    | 20     | : 60   | : 40  | : 14  | : 28.6: | 36      | : 14.3: | 21   |
| :      | VI : 9   | :100                          | :       | :        | :      | :      | 1     | :     | :100    | :       | :       | :    |
| :      | :        | 46                            | : 40    | : * 8.7: | 25     | : 44   | : 56  | : 14  | : 42.8: | 36      | : 21.4: | :    |
| :      | VII : 10 | : 80                          | : 20    | 5        | : 40   | : 60   | :     | :     | :       | :       | :       | :    |
| :      | :C 10    | :100                          | :       | :        | :      | :      | 1     | :     | :100    | :       | :       | :    |
| :      | :        | 52                            | : 86.5: | 13.5:    | 8      | : 25   | : 75  | : 17  | : 29.3: | 70.6:   | :       | :    |
| :      | VIII: 10 | : 90                          | : 10    | 8        | : 75   | : 25   | :     | :     | :       | :       | :       | :    |
| :      | :        | 16                            | : 81.2: | 18.8:    | 7      | : 71.3 | 28.7: | 6     | : 50    | : 50    | :       | :    |

\* Add to grade V "partly" 4%, to grade VII "partly" 52.2%.



Because the answers to this question from each grade are incomplete, it is necessary to record the number of replies to each part of the question, and to use a different basis for percentages in each part. There is no such correspondence as might reasonably be expected between negative answers to part one and affirmative answers to part two. Neither does the total of replies to the third part equal the number of affirmative replies in part two.

The only dependable conclusions which can be drawn from the answers is that material is generally selected with reference to the needs of the pupils. A fairly large proportion of the replies to the second part are negative, a fact which reinforces that conclusion.

According to the meagre reports made, restrictions are about evenly divided between text and curriculum, and principal and superintendent.

Question 34 b; When a textbook is used, is it an invariable practice to teach all the textbook contains, in the textbook order? May the text be supplemented by the teacher on occasions? If so, under what conditions, and how?

Table LVIII

| All of text |       |        |        | Order of text |        |        |       | Text supplemented |        |   |   |
|-------------|-------|--------|--------|---------------|--------|--------|-------|-------------------|--------|---|---|
| Grade:      | Rpls: | Yes :  | No :   | Rpls:         | Yes :  | NO :   | Rpls: | Yes :             | No :   |   |   |
| : A         | 20    | : 20   | : 80   | : 18          | : 15.1 | : 88.8 | : 19  | : 89.5            | : 10.5 | : | : |
| : I         | :B 7  | : 14.3 | : 85.7 | : 7           | : 14.3 | : 85.7 | :     | :                 | :      | : | : |
| : II        | : 34  | : 26.5 | : 73.5 | : 32          | : 31.3 | : 68.7 | : 30  | : 100             | :      | : | : |
| : II        | : 5   | :      | : 100  | : 5           | : 40   | : 60   | : 5   | : 100             | :      | : | : |
| : III       | : 21  | : 76.2 | : 23.8 | : 57          | : 31.5 | : 68.5 | : 31  | : 93.5            | : 6.5  | : | : |
| : III       | : 5   | :      | : 100  | : 4           | :      | : 100  | : 5   | : 100             | :      | : | : |

Table LVIII con.

| All of text |       |      |      | Order of text |      |      |       | Text supplemented |      |  |  |
|-------------|-------|------|------|---------------|------|------|-------|-------------------|------|--|--|
| Grade:      | Rpls: | Yes  | No   | Rpls:         | Yes  | No   | Rpls: | Yes               | No   |  |  |
|             | 29    | 20.7 | 79.3 | 25            | 20   | 80   | 29    | 93.1              | 6.9  |  |  |
| IV          | 11    |      | 100  | 9             |      | 100  | 11    | 100               |      |  |  |
|             | 75    | 14.7 | 85.3 | 66            | 16.6 | 83.3 | 58    | 100               |      |  |  |
| V           | 10    |      | 100  | 10            | 10   | 90   | 10    | 100               |      |  |  |
|             | 69    | 16   | 84   | 62            | 25.8 | 74.2 | 65    | 100               |      |  |  |
| VI          | 11    | 27.2 | 72.7 | 11            | 18.1 | 81.8 | 11    | 100               |      |  |  |
|             | 43    | 18.6 | 81.4 | 41            | 17   | 83   | 41    | 100               |      |  |  |
| VII         | 10    | 10   | 90   |               |      |      | 10    | 100               |      |  |  |
| C           | 8     | 12.5 | 87.5 | 5             | 40   | 60   | 6     | 100               |      |  |  |
|             | 52    | 19.2 | 80.8 | 45            | 11.1 | 88.8 | 58    | 89.5              | 10.5 |  |  |
| VIII        | 10    | 10   | 90   |               |      |      |       |                   |      |  |  |
|             | 14    |      | 100  | 10            |      | 100  | 13    | 100               |      |  |  |

Except from the primary grades in larger cities, the replies to this question are generally complete. The table shows that less than twenty per cent of the teachers teach all the text, and in only a few cases (grades II and III of smaller cities and grade VI of larger cities) do more than twenty per cent follow the order of the text. Practically all teachers may use supplementary material on occasions. Such supplementary material may be used according to the teacher's judgment to fit the needs of the pupil and to create interest.

This material is presented by means of charts (in grades I and IV), cards (in I and II), blackboard (in grades I, II, III, VI, and VII), and by dictation (in grades III and VII). Outside reading (in II, V, and VIII) and the use of the dictionary (in VI and VII) are popular methods. Material is often taken from other subjects (II, III, IV, VII, and VIII), and sometimes teachers may substitute "better material" (IV, and VI). Word study is carried on through special lists (II, V, VII and VIII), or by substituting or adding other words (VII).

Observance of holidays (II,III) affords an opportunity for supplementary work; and in grade VIII current events are used as supplementary material. Drills and reviews supplement the work of all grades.

Question 35; How much preparation time, averaged in minutes per lesson, do English teachers find it necessary to give to advance lessons in each subject?

Table LIX;first half

| Grade: | Reading: | Language: | Spelling: | Composition: | Grammar: | English: |
|--------|----------|-----------|-----------|--------------|----------|----------|
| A:     | 15- 20   | 15 - 9    | 15 ± 6    | :            | :        | :        |
| I B:   | - 21     | -8.5:     | - 9       | - 22.5       | :        | :        |
| :      | 17- 20   | 13-19.3:  | -13.1     | 8 - 16.6     | :        | :        |
| II :   | 8- 17    | 8-20      | 8- 8      | 8 - 17       | :        | :        |
| :      | 23-11.9: | 23-11.6:  | 23- 9.4   | :            | :        | :        |
| III:   | 11-16    | 11- 18    | 11-10     | 11 - 17      | 11-10    | :        |
| :      | 20-14    | 20-17     | 20- 8.5   | 20 - 8.5     | 20-10    | :        |
| IV :   | -13      | -16       | -12       | - 23         | :        | :        |
| :      | 29-17.4: | 29-18.1:  | 33-11.4:  | 20 - 20      | :        | :        |
| V :    | -17      | -10       | * 8       | * 23         | -12      | :        |
| :      | 3±21.2:  | 8-20.6:   | 29-13.9:  | 27 - 25      | 25-20.4  | :        |
| VI :   | -19      | -15       | - 7       | - 33         | :        | :        |
| :      | :        | 6-12      | 30- 8.3:  | 19 - 13.3    | 22-21.7  | 3-43.3:  |
| VII :  | -17.5:   | -32.5:    | :         | - 24.5       | -22.3    | :        |
| C:     | 8-31.1:  | 2-70      | 7-18      | 6 - 52       | :        | :        |
| :      | 41-22.6: | 7-22.8:   | 37-11.7:  | 36 - 24.8    | 44-26    | :        |
| VIII:  | 7-20     | 1-20      | 11-11     | 11 - 27      | 9-19     | :        |
| :      | 14-23    | :         | 10-11     | 9- 25        | 11-32    | :        |

Left-hand figures in each column represent the number of replies.

Right-hand figures in each column represent the average number of minutes.

Table LIX second half

| Grade: | Oral<br>Language:   | Penmanship: | Phonics: | Drawing: | Numbers:    | English:<br>Total |
|--------|---------------------|-------------|----------|----------|-------------|-------------------|
| A:     | 5- 10               | 1-10        | 1-10     | 3-11     | 1hr. 16min. |                   |
| I B:   | - 4                 |             |          |          | 1 " 5 "     |                   |
| II :   | 3- 5                |             |          |          | 1 " 14 "    |                   |
| II :   | 8- 5                | 8- 5        |          |          | 1 " 12 "    |                   |
| III:   | 23 <sup>±</sup> 2.6 |             | 23- 1    |          | 1 " 36 "    |                   |
| III:   | 11- 6               |             |          |          | 1 " 17 "    |                   |
| IV :   | 20- 4.8             |             |          |          | 1 " 4 "     |                   |
| IV :   | - 10                |             |          |          | 1 " 13 "    |                   |
| V :    | 14-10.5             |             |          |          | 1 " 7 "     |                   |
| V :    | - 5                 |             |          |          | 1 " 5 "     |                   |
| VI :   | 8- 12.2             |             |          |          | 1 " 45 "    |                   |
| VI :   | - 3                 |             |          |          | 1 " 17 "    |                   |
| VII:   | 3 <sup>±</sup> 6.6  |             |          |          | 1 " 56 "    |                   |
| VII:   | - 5                 |             |          |          | 1 " 41 "    |                   |
| C:     | 1- 45               |             |          |          | 4           |                   |
| VIII:  | 10- 13              |             |          |          | 1 " 58 "    |                   |
| VIII:  |                     |             |          |          | 1 " 37 "    |                   |
| 3-22   | 4- 8                |             |          |          | 2           |                   |

Left-hand figures in each column represent the number of replies. Right-hand figures in each column represent the average number of minutes.

In preparation time there is little difference among the several English branches, except that penmanship (excluding one report of forty-five minutes in grade VII departmental) averages for all grades 6.9 minutes and spelling averages for all grades 10.4 minutes. Other subjects average for all grades as follows: reading, 18.8 minutes; language, 20 minutes; grammar, 21.5 minutes; and composition, 21.6 minutes.

There is no uniform variation from grade to grade in any subject, nor any noteworthy difference among types of schools, except that in grade VII, departmental, the average for all subjects is noticeably higher.

The sum of the several averages for each grade affords an indication of the teacher's total preparation time for all

English branches. In only two instances is it less than one hour (grades III and VII of smaller cities). In departmental schools where the work is probably shared by two or more teachers the total is the highest; four hours for grade VII and two hours for grade VIII. However the eighth grade in smaller cities shows nearly as large a total, one hour and fifty-eight minutes.

Question 36 a In composition teaching is it required that one of the following ideals be kept in view, and if so, which? Correct expression, or self expression, or some combination of the two (specified) as self-expression through correct expression?

Table LX

| Grade: | Rpls: | Correst: | Self : | Both : |
|--------|-------|----------|--------|--------|
| : A    | 20    | 40       | 10     | 50     |
| : I    | B 18  | 39       | 16.6   | 44.4   |
| : II   | 39    | 5        | 13     | 82     |
| : II   | 8     |          |        | 100    |
| : III  | 43    |          |        | 100    |
| : III  |       |          |        | all    |
| : IV   | 37    | 8        |        | 92     |
| : IV   | 9     | 18.1     |        | 81.8   |
| : V    | 60    | 3.3      | 3.3    | 93.3   |
| : V    | 8     |          |        | 100    |
| : VI   | 74    | 12.2     | 16.2   | 71.6   |
| : VI   | 15    | 20       | 6.6    | 73.3   |
| : VII  | 49    | 18.4     | 26.5   | 55.1   |
| : VII  | 6     |          |        | 100    |
| : C    | 4     |          |        | 100    |
| : VIII | 79    | 20.2     | 19     | 60.7   |
| : VIII | 12    | 16.6     | 8.4    | 75     |
| : IX   | 21    | 23.8     | 9.5    | 66.6   |

It is clear that most teachers prefer self expression through correct expression. A few (except in grade I, never more than one-fourth), emphasize correct expression; and a correspondingly small proportion place self expression first. In a few grades

the vote is unanimous for the combination.

Question 36 b; Would another ideal or statement be preferable to any of the preceding? If so, what?

(Table omitted.)

There are very few replies to this question, about two or three for each grade. Two replies recommend correct expression through self expression; one fears that correct expression hampers self expression. One teacher in grade II seeks for artistic self expression; two seek to develop an appreciation of literature. Natural and correct expression are mentioned in two reports. Such suggestions as "thinking before expression" and "something worth while to say and say it well " indicate that teachers are thinking of content as well as form of expression.

#### V. General Conclusions.

From the consideration of the replies to this questionnaire emerge two outstanding impressions. The first is the need of a "bureau of definition", of a vocabulary for discussing English problems. Until we agree upon what we mean by "English" and upon what we shall regard as "English " subjects we can hope for little progress in the organization and coordination of courses in elementary English.

The second is the general feeling among all teachers that they are handicapped by having to teach too many things to too many pupils in too little time. In every instance

where suggestions for bettering working conditions are asked for, a large proportion of teachers asks for more time and smaller classes.

The influence of an unfavorable environment upon results in English appears in all the various branches of English study. Foreign homes seem to affect the child's use of American idioms and his freedom of expression, but the general opinion seems to be that a bad environment means bad English whether the home be American or foreign. However very few teachers name improvement in home environment as a possible remedy for their English troubles, perhaps because they feel that to do so would be like asking for the moon.

One cause of failure to get results, for which teachers offer no remedy and which it seems should be made a matter of serious consideration, is the pupil's persistent failure to apply the knowledge he has. The task for educators is to find a means by which to develop in the pupil the power of application. Complaints of his carelessness, inattention, slovenliness, and inaccuracy seem to be merely confessions of failures in our school system and methods. Perhaps if teachers were not so generally over-burdened they would be able to insist upon and secure a higher quality of work from their pupils, and thereby raise the standard in every particular; raise the standard of results as measured by the final test, the development and progress of the pupil.

## Index

- Application
  - of knowledge of English 32
  - of principles of grammar 96, 97
- Causes for unsatisfactory results
  - in all English 18, 19, 20, 24, 25, 26, 34, 54, 67
  - in composition 89
  - in grammar 99
  - in reading 72
  - in spelling 108
- Comparison of results 33, 44-48, 109-111
  - standard of 49, 50
- Composition 74-89
  - how taught 74 ff.
  - oral 76
  - written 76
- Correction
  - of oral exercises 82
  - of written exercises 82, 83, 84
- Coordination
  - method 30
  - subjects 27, 28, 29
- Course of study 8-15
- Curriculum 18, 20, 22, 27, 36, 67, 72, 89, 99, 108, 111
- Definitions
  - how taught 93
- Eighth grade 63-68
  - culture acquired in 64
  - power acquired in 63
  - practical preparation in 65
  - preparation for other English work in 65
- English
  - in other classes 31, 32, 86, 87
  - course of study in 8
  - compared with other subjects 44-48
  - branches compared 33



## Exercises

- composition
  - oral 76
  - written 76
- grammar 90
- spelling 100

## Foreign influences

- in English 37-40
- in other subjects 41-44

## Grammar 90-100

- exercises
  - from composition 93
  - from reading 93
  - from text 93
- taught
  - with composition 92
  - independently 92
  - with reading 92
- principles of
  - applied
    - in English classes 96
    - in other classes 97
    - out of school 97

## High School 50

## History of Survey 2

## Home Environment

- changes in 22, 27, 36, 51, 99
- influence of 19, 25, 35, 37-40 67, 72, 111

## Ideals in composition teaching 111, 116

## Library 55-59

- instruction concerning 58
- kind 57
- number 56
- size 56
- use 58, 59

## Memory work

- required in reading 70

## Methods

- in composition 74
- in grammar 90
- in reading 67, 68
- in spelling 100, 105, 106
- in vocational activity 53, 54
- of survey 2

Normal School 50

Oral

composition 76,78  
reading 68  
spelling 105

Over-crowding

results of 20,25,35,67,72,111

Parts of speech

how taught 95

Phonics

taught  
independently 69  
with reading 69

Power

developed in pupil 50,63

Practical training 65

Preparation

time 114  
of teachers 61-63

Principle

course of study based on 13

Public addressed 80

Pupil

defects 20,25,72,108  
needs 111

Reading 67-73

method 67,68  
oral 67  
silent 67

Reader

use of 67

Recitation in composition 85

Remedy 21,26,36,67,72,89,99,108,118

Results

in composition 88  
in English 16,17,23,24,33,44,67,109  
in grammar 97,98  
in reading 71,72  
in spelling 107  
in vocational activity 54

## Schedule 9

## Sentence

how taught 94

used in teaching 106

Simplified spelling 103,104

Silent reading 68

Six - six plan 60

## Spelling 100-109

## exercises

from composition 100

from reading 100

from text 100

## exercises

oral 105

written 105

Sources of material in composition 77

Summary 4

Supplementary material 112,113,114

## Teacher

faults of 19,25

preparation of 61-63

preparation time for English 114

## Text

composition 74

grammar 91

spelling 101

use of 74,90,100,112

University 50

Vocational activity correlated with English 52-55

## Words number of

in composition exercises 81

corrected by teacher 84

taught in spelling 102

## Written exercises

in composition 76,78

in spelling 105